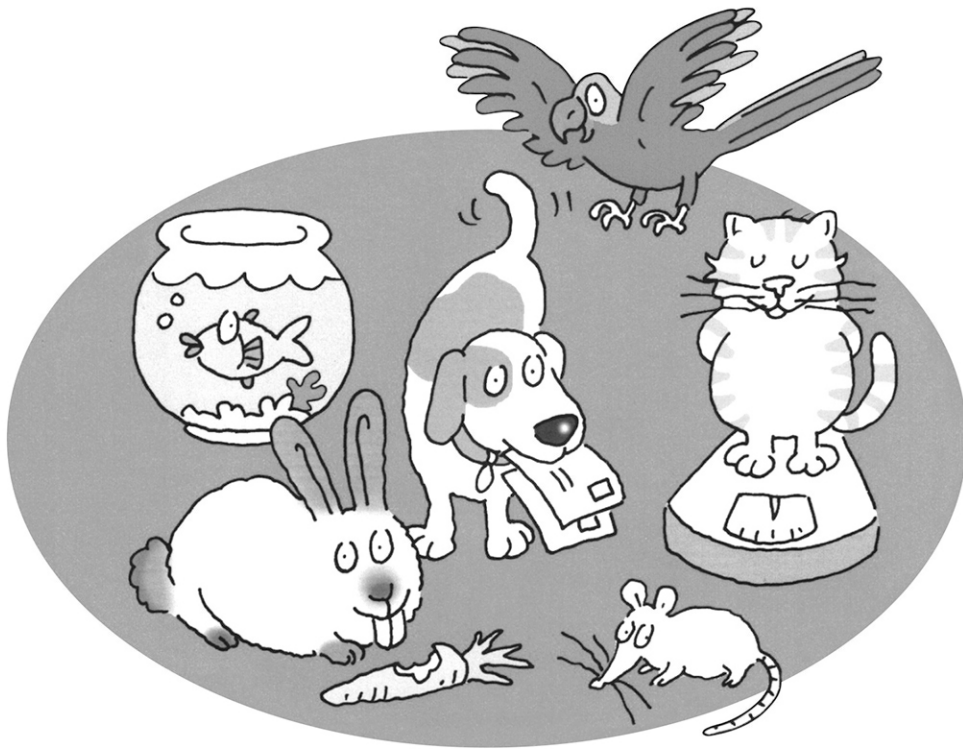




Picture Pets

by Susan Thomas
with Georgina Thomas



German

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1 The Resource

- **Fascinating:** Picture Pets presents useful, everyday vocabulary in a context which is of absorbing interest to many learners.
- **Fun:** An attractive resource makes learning fun too, more of a treat than a chore.
- **Flexible:** It is a set of pictures and ideas which can be used singly or in combination. They also support the creation of extra resources to suit individual learners' needs.
- **Far-ranging:** It covers: colour, clothes, parts of the body, health, verbs, tenses, expressions of time, commands, negatives, and much more.
- **Freestanding:** It can be dipped into as and when required.
- **The Level:** Largely suitable for beginners and intermediate but as with most Linguascope photocopiable resources, easily adaptable for prompting language at various levels (see Unit 2 for ideas on how to do this).

2 Suggestions for Activities and Games

Flexibility

Use each game framework to prompt words, phrases or sentences. For example, in response to a visual, learners can:

- name an item,
- describe an item or scene,
- suggest what someone may be thinking or saying, be going to think or say, etc.

Where some of the language is more advanced, teachers can pre-select just a few appropriate items and make up a smaller group of pictures. E.g. 6 pets, 6 prepositions, 6 homes, 6 food items, 6 clothes items, etc.

Using the projector

The projector is useful for whole class work at various stages in the programme. It can be used to:

- review vocabulary previously learned, in order to link it to new vocabulary;
- present new vocabulary;
- support teacher-led practice of new vocabulary;
- assess whether new vocabulary is well-enough learned for the class to proceed to group work;
- play games in which the whole class can join;
- demonstrate an activity or game which learners are about to carry out in groups;
- organise feedback about an activity;
- assess the quality of learning which has taken place during group work;
- revise vocabulary at a later stage in the programme.

Projector Activities

- Show visuals on the screen using a projector.
- Move picture items on the OHP slowly into focus for learners to name.
- Reveal sections of picture items bit by bit for learners to name.
- Colour in pictures following learners' instructions.
- Add visuals for colours, favourite food, toys, etc.
- Play simple games, e.g. What's on the Card? Noughts and Crosses, Kim's Game, True or False, or Guessing Game. (see below)

Ways to use the photocopiable resources

- Print onto paper or thin card for use as activity sheets and game boards. For durability glue onto thick card and laminate.
- Enlarge for display or for making flashcards.
- Print onto card, perhaps enlarged, and cut to make individual cards for games and activities.

- Add text beneath pictures or on the backs of cards.
- Combine or group copied visuals to make display materials, a picture dictionary or topic reference book.
- Use blank masters to create new sets of visuals, matching text cards, and new games.

What's on the Card?

[memorising, consolidating learning]

Needed: 20+ cards with text on the back, or checklist of text. The following sequence of activities progresses from less to more demanding.

- **Picture Spread:** Spread the cards picture up over the table. Take it in turns to choose an item and name it. If you are right, take the card. If you are wrong, put the card back. The player with the most cards at the end of the game wins. (Offers free choice of seen cards.)
- **Pick a Card:** Fan out some cards for another player to choose and name. If s/he is wrong, the card is put back into the pack. (Choice of unseen cards.)
- **Take that Card:** Place the cards in the middle of the table. Take it in turns to name the item on the top card. If you are wrong, the card goes to the bottom of the pack. (No choice of card.)
- **Guess the Card:** Place a small number of cards face down. Players in turn guess (or take bets on) which one is on the top. (Choice of unseen cards. Winning based more on luck than knowledge. No time pressure)
- **Quick Flash:** The quizperson holds up a card for one second only. The first player to name the item shown wins the card. (No choice of card. Competitive. Time pressure.)

Variation 1: Guess What's Coming. Produce cards on a theme out of a bag, box, pocket, etc.

Variation 2: As in 'Take that Card', but if you are wrong, you put the card, picture up, in front of you. At the end of the game, if you still have cards, you try again, in turn, to give the right answer and so lose your cards. The last player with a card loses.

(Note: This concept of retaining the card until the item of vocabulary is learnt can be applied to a number of games.)

Line Solitaire

[memorising, consolidating recent learning, revising, monitoring]

Lay out some cards in a line. Name the first item, then turn the card over and check the answer. If you get it right, you carry on. If you get one wrong, then you try

and learn it. Then turn all the cards back over, and start again. The aim is to find your longest run without any mistakes. From time to time you can shuffle the cards. (You can also play this in pairs or teams.)

Noughts and Crosses

[consolidating recent learning, revising, monitoring]
Needed: 9 cards

Lay out the cards 3 x 3 on the table. Take it in turns to name an item. If you are right, turn the card over, or place a coloured counter on it. The next player names an item. If s/he is correct, the card is turned over and placed sideways or a different coloured counter is placed on it. Three cards in a row wins the game.

Beetle

[consolidating recent learning, revising]

Print and cut up some sets of parts of an animal. In turn, throw a dice, and name the part of the animal with the same number marked on it. Pick up the part and place it in front of you. The first to complete an animal wins.

Blockbusters

[consolidating recent learning, revising]

4 players. Each player has a counter. In turn, players name an item on the first row of the top or bottom of the board, and place their counter on it. The next round, they must name an item in one of the squares which are next to the one they are on. They can then move onto that square. The first player to reach the other side wins.

The Dartboard Game

[consolidating recent learning, revising, creative use of language]

Players are given 4 counters each. Players throw in turn 1 and 2 six-sided dice and name an item in the picture next to the number prompted, or say something about the picture. They then place a counter on that number. The player with the most counters on the board when all spaces are filled, wins the game. Or the player who loses their counters first wins.

Beat the Clock

Name as many items as possible within a time limit, e.g. pets, food, clothes, homes, pet verbs, pet adjectives.

3 in a Row

[creative use of language]

Needed: Any page of 12 or 20 pictures

Choose a picture square and name an item in it, or say something about the picture. If you are right, put a counter on the square. The first player to get three counters in a row wins.

Variation: 12- or 20-sided dice game. Use a 20-sided dice or spinner. Proceed as above, but throw the dice first to pinpoint a square.

I Spy...

[consolidating recent learning, revising]

Spread out some cards over the table. Call out the beginning letter of an item for the other players to find. If someone points to the correct card and names it, they keep it and become the next quizperson.

Kim's Game

[consolidating recent learning, revising]

Spread out some cards over the table. One player removes a card while the others turn away. The others then look at the cards. The first player to name the missing item wins a point.

Matching Pairs (2 sets of cards)

[consolidating recent learning, revising]

Spread out the two sets of pictures face down on the table. Turn over two at a time to see if they match, naming the items as you do so. If they match, name the item correctly and take the cards.

Variation: Match pets to food or homes.

DIY Matching Pairs

[creative, writing, reading]

Needed: sets of pictures - a different set for each group.

Each group writes on slips of paper a sentence about each of their pictures. Sentences are then mixed up. Groups move on to another table where they have to match up the pictures and sentences.

Variations: Many are possible. For example, matching up picture and statement, description, definition, question, context, dialogue, thought, opinion, 2-line poem, comment on animal rights issue, newspaper headline, cartoon caption.

Snap (4 sets of cards)

[consolidating recent learning, revising]

Shuffle the cards and deal them out. You each in turn play a card. If one card played is the same as the previous one, the first person to call out the name of the item gets the cards.

Happy Families (4 sets of cards)

[consolidating recent learning, revising]

Shuffle the cards and deal them out. The aim is to collect sets of items. If, for example, you already have two 'dogs' in your hand, you ask another player Have you got a dog? If s/he has, s/he gives you the card in return for one you wish to discard. The first player to collect complete sets of 4 wins.

Variation 1: DIY Happy Families - include more details of the member of the family. For example:

Have you got... a dog with a coat? ... a dog that's swimming?

Variation 2: DIY Happy Families - learners draw their own pictures of pet families, or customise the pictures included in this resource to make up 4 members of a family. (See an example from a young learner in Unit 43.)

Bingo

[consolidating recent learning, revising, listening]

Choose 8 items from the 12 or 20 on a picture board and put a cross in one corner of each of the 8 squares. The quizperson calls out the 12 or 20 items in any order. If you have marked one of the items called out, you put a counter on the square. The first player to cover all their marked squares calls out an agreed word.

Charades

[consolidating recent learning, revising]

Take a picture card. Mime a pet, or pet verb or adjective for others to guess.

Variation: Make up and use text cards as prompts instead of picture cards.

Simon Says (Selected cards)

[listening]

The leader uses the pictures to prompt commands to dogs. Example: Sit, fetch, down, stay

I Went to Market...

[consolidating recent learning, revising]

Spread some cards out on the table. One of you starts a sentence. Each player adds an item. Example:

I went to the pet shop and I bought a fish, a bowl, a hamster and a pet calendar. I took my dog to the vet's and I saw a snake, a cat and a spider.

If I had a big house, I would have 2 dogs, 3 cats and a pony. An assistance dog... picks up the post... fetches the ...

My dog is a naughty dog. S/He...

Guessing Game [creative use of language]

Needed: Set of cards related to current topic.

First player thinks of the item on one of the cards and says something about it. The other players try guess which one s/he is thinking of.

Example: Pets. This pet has 8 legs. It's black. (Spider).

Variation 1: Young learners draw their own animal pictures for others to guess. (See an example from a young learner in Unit 43.)

True or False

[listening]

The teacher, or a learner points to a picture and says something about it. The first player to call True or False correctly wins a point.

Example: This pet is black and white. This pet sings.

Variation 1: [speaking]

As above, but the caller repeats the sentence if true, corrects it if false.

Variation 2: [listening]

The teacher or learner reads out a list of statements.

The players jot down which are True and which are False. Check answers at the end.

Definitions

Take a card and try to define what is shown. If the definition is correct, you keep the card. Example: Kennel - a place where a dog lives.

Variation 1: You produce a daft definition and the next player has to correct it.

The other players have to change what is wrong and give the sentence correctly. One point each for the player who says the stupid sentence, and the one who puts it right.

20 Questions

Players have 20 questions to guess a pet picture. E.g. number of legs, type of pet, colour, size.

Battleship Buddies (9 selected cards)

[speaking, listening]

Lay out 9 picture items in a 3 x 3 grid behind a book so your partner cannot see them. Say which items you have and where they are. The other player has to put his/her pictures in the right place. For example:

In the souvenir shop. The calendars are on the top shelf. Put the X on the middle shelf between the videos and the X.

At the pet shop. Put the hamster in the cage on the top shelf on the left.

DIY Odd One Out

[consolidating recent learning, revising]

Make up groups of prompts for others to guess the odd one out. For example:

Pets of different colours, sizes, categories or types, or doing different things.

Countdown

[creative use of language]

A player is dealt a picture of a pet and has to talk about it, e.g. description, likes and dislikes, etc. One point if

the player can keep going for 20 seconds, 2 points for 40 seconds, 3 points for one minute. The units on 'All about my pet' could be used as a prompt.

Two's Company

[creative, speaking]

Needed: Set of mixed cards from different topics.

Divide the cards into two piles. Place them face down on the table. Each player in turn takes one card from each pile and makes up one sentence which must combine vocabulary ideas from the two cards (no "ands" allowed).

E.g. Pets and Food, Homes, Clothes, Likes and Dislikes, Personality, Verbs. Example: My dog likes water. My dog doesn't like milk.

Story Time (1)

[creative use of language, writing]

Needed: Cards of Mixed Titles

Deal out to each player a small number of cards from different titles. Each player writes down a short story using vocabulary/ideas from all the cards. Time limit - 10/15 minutes. Each player then reads out her/his story. Variation 1: One player starts the story, others add one sentence each.

Variation 2: This activity can also be used for homework, with stories recorded for playback to the group.

Story Time (2)

[creative use of language, writing]

Learners are asked to write a short story and to illustrate it by cutting out and colouring in some pictures.

Dice Games

NB: Linguascope produces a range of dice: Question Words, Pronouns, Auxiliary verbs, Tenses and Emotions. These can be introduced as an extra prompt with many of the above games.

Making your own games

Blank masters are provided of:

- 12 square boards
- 20 square boards
- Dominoes
- Dartboard format
- Bingo
- Blockbusters
- Snakes and ladders

These can be used to make new games or to adapt the existing boards, by changing pictures or adding text as appropriate. They can also be used to create games such as Happy Families or Matching Pairs.

Other Activities/Resources

Songs/Chants/Poems

- Compose a Valentine's card or Christmas card to your favourite pet.
- Find out some songs about pets.

TV/Videos

- Watch pet and animal programmes on TV, e.g. Crufts Dog Show, Animal hospital, Vets programmes, the RSPCA, Pet of the Day for Adoption, showing e.g. a pair of bunnies that should not be separated.
- Record programmes and use them to model and practise commentaries. Pause videos where appropriate to comment on/describe the action, or what people are saying or animals are thinking. Or use recordings without the sound.
- TV advertisements (for a whole range of products) featuring pets can also be a useful resource.

Video Cameras

Make a short video about your pet, in the home, and out and about, with introductions and commentaries.

Magazines

Collect English or target language magazines about pets, or newspaper articles about pets. Keep a display including photos, headlines and articles. Cut out pictures from magazines and use them to make extra games using the templates at the back of the book. Select items and activities according to the interests and experiences of the group or individual learners - to prompt the things that they want to say.

Surf the Net

For information on your favourite pet.

Other information

Many public and private organisations produce free literature on pets. Some sponsor educational resources, e.g. Curriculum Guides.

3 Pets


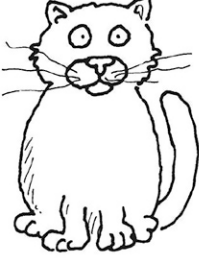


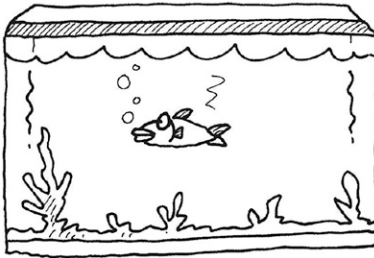
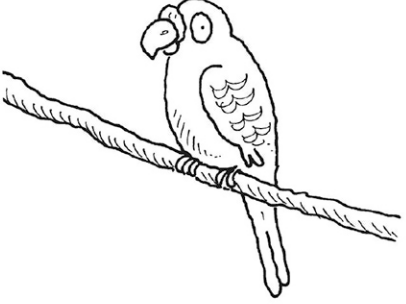
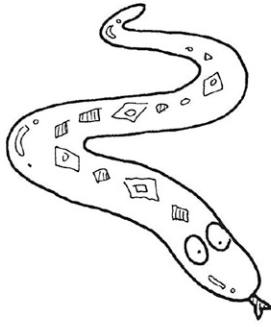



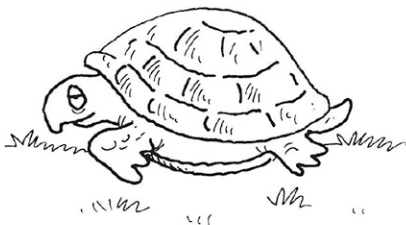
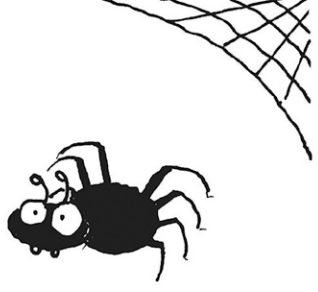
- | | |
|------------------------|-------------------------------|
| 1. a dog | • 1. ein Hund (m) |
| 2. a cat | • 2. eine Katze |
| 3. a guinea pig | • 3. ein Meerschweinchen (nt) |
| 4. a rabbit | • 4. ein Kaninchen (nt) |
| 5. a (gold)fish | • 5. ein (Gold)Fisch (m) |
| 6. a budgerigar/budgie | • 6. ein Wellensittich (m) |
| 7. a snake | • 7. eine Schlange |
| 8. a hamster | • 8. ein Hamster (m) |
| 9. a pony/a horse | • 9. ein Pony/ein Pferd (nt) |
| 10. a mouse | • 10. eine Maus |
| 11. a tortoise | • 11. eine Schildkröte |
| 12. a spider | • 12. eine Spinne |

- | | |
|---|---|
| It's a dog. | • Das ist ein Hund. |
| Point to the dog. | • Zeig mir den Hund. |
| Is it a dog? - Yes, its a dog/No, it's a cat. | • Ist das ein Hund? – Ja, das ist ein Hund./Nein, das ist eine Katze. |
| What is it? - It's a dog. | • Was ist das? – Das ist ein Hund. |
| Is it a dog or a cat? | • Ist das ein Hund oder eine Katze? |
| Touch the... | • Zeig auf den.../die.../das... |
| show me the... | Zeig mir den.../die.../das... |
| colour the... | Mal den.../die.../das... aus. |

Suggested Activities

- Selected activities from Unit 2.
- Ask learners to draw their own pictures of favourite animals, or make up games. See Unit 43 for examples from young learners, which can be very effective, and fun to guess!

3. Pets

1 	2 	3 
4 	5 	6 
7 	8 	9 
10 	11 	12 

4 My Pets

there are... I've got ...	es gibt... ich habe ...*
1. two cats	• 1. zwei Katzen
2. two dogs	• 2. zwei Hunde
3. a cat and a dog	• 3. eine Katze und einen Hund
4. a dog and a guinea pig	• 4. einen Hund und ein Meerschweinchen
5. three rabbits and a mouse	• 5. drei Kaninchen und eine Maus
6. a hamster and a tortoise	• 6. einen Hamster und eine Schildkröte
7. a pony and a budgie	• 7. ein Pony und einen Kanarienvogel
8. two guinea pigs and a cat	• 8. zwei Meerschweinchen und eine Katze
9. four cats and a goldfish	• 9. vier Katzen und einen Goldfisch
10. two mice and a goldfish	• 10. zwei Mäuse und einen Goldfisch
11. a goldfish and a dog	• 11. einen Goldfisch und einen Hund
12. a spider and a snake	• 12. eine Spinne und eine Schlange

*accusative form of article used

How many pets are there?	• Wie viele Haustiere gibt es?
There are three rabbits and a mouse.	• Es gibt drei Kaninchen und eine Maus.
Have you got a pet?	• Hast du ein Haustier?
Yes, I've got a pet.	• Ja, ich habe ein Haustier.
No, I haven't got any pets.	• Nein, ich habe keine Haustiere.
Have you got a cat?	• Hast du eine Katze?
No, I haven't (got a cat).	• Nein, ich habe keine Katze.
I've got a/some...	• Ich habe einen.../eine.../ein...
Have you got a/any... ?	• Hast du einen.../eine.../ein...
Has s/he got a/any...?	• Hat er/sie einen.../eine.../ein...
S/He's got...	• Er/Sie hat einen.../eine.../ein...
S/He hasn't got any...	• Er/Sie hat keinen.../keine.../kein...

Suggested Activities

- Selected activities from Unit 2.
- Make up a dominoes game matching text and pictures.
- Pupils draw other combinations of pets.
- Carry out a classroom survey of what pets are owned. Total the number of different pets. Compare the numbers between classes. Make a classroom display.
- Combine with Number dice or spinner to prompt the numbers of pets owned.

4. My Pets

