1. Pre-task phase: A-Z of animals (10 min)

Slide 2. Small groups brainstorm an A-to-Z of animals.

2. Task modelling (5-10 min)

Slides 3 – 7. Tell learners you are going to introduce your idea for a new class pet.

Give a presentation on the slides. **Slides 4 – 5** give a chance for learners to guess the animal, then the next slide (**6**) details first *good* then *bad* points of the animal.

Key language: **They can…** (make beds/climb) **They are…** (tropical/clever/social)

Ask if they think an orang-utan would be a good class pet. Elicit why/why not, plus answer any questions.

3. Main task phase: planning - brainstorm (10 min)

Show **slide 8** and hand out the **brainstorm worksheet,** one per pair**.** Ask pairs to brainstorm ideas for a new class pet. They need to first note a few possibilities, then note both the *good points* and the *bad points* of the animal.

Monitor for what new vocabulary they ask/look up, and write on one side of the board.

4. Main task phase: carry out - design (15 - 20 min)

Slide 9. Place into pairs/groups of four (depending on class size) and tell groups to choose one animal they believe would be the best class pet. They can use from the slide or their own ideas.

Check that each group has chosen a different animal.

Slide 10. Tell learners they are going to together choose a new class pet. Give them 10 minutes to prepare points as you did for the orang-utan, with as many good points + reasons, and as many bad points + reasons.

5. Main task phase: report – planning (10 min)

Tell learners that each pair is going to present their pet to the rest of the class. They need to explain what is, the good points of the pet, and any problems and possible solutions, as the teacher did previously (step 2). Tell them they have 10 minutes to discuss and prepare what they will say.

6. Main task phase: Report (20 min)

Slide 11. Tell students they are going to vote as a class on the animal they believe would be the best class pet. Hand out **scrap paper** as voting slips.

Ask the first pair/group to come up and introduce their idea to the class.

When the pair/group finishes, have them answer questions from the class in a Q&A session, and have students share if they believe this is a good or bad class pet.

Be sure to note down any language issues as they occur.

Repeat until every group has introduced their pet.

7. Post-task phase: Task review (10-15 min)

Slide 12. Mix the groups up so everyone is with a new group of 4.

Tell learners they have 5 minutes to say which animal they think is best and why, and listen to each other's opinions.

When ready, ask learners to *secretly* write down the name of the animal they liked the most for a class pet – they cannot write their own. Collect in the votes, tally them, and announce the winning pet.

8. Post-task phase (variable)

Address whatever language needs have been identified during the class, **for example**:

Slides 13 – 24. Follow the instructions on the slides. Learners form pairs, discuss the choice on the slide, then move to the relevant side of the room.

Ask for a few reasons why they made their choice, then have them change pairs so they are with a new partner, and repeat on the next slide. You can also elicit choices from the class.