



Run the pet detective game

YL2 | Teacher guide and answers | Keep separate

Aim: Ask and answer short questions to identify a secret pet; confirm the clues.
Who: Suggested A1, children aged 9-12.
Time: 35-40 minutes, including 8-10 minutes final speaking.
Prepare: One shared pet board, plus a private A or B sheet per learner. The combined student PDF contains both secrets: do not send it whole before play. The separate A/B PDFs each include the board and just one private role. No recording is needed.

A simple route

5 min: Use the board to name animals and colours. Point to big/small. Captions give the fictional size facts; these are not claims about all real animals.

4 min: Model the Milo exchange on page 1, without showing either secret sheet. Check Is and is. Let children practise a question and reply.

8 min: Give roles privately. A asks first to find B's pet, then B asks to find A's. Ask about animal, colour and size, even if an early clue suggests the answer. Confirm the name and clues.

6 min: Praise a useful question, repair one problem and try again with a different pet from each private list. Offer points together: one for a clear question, one for a relevant reply, one for checking the final clues. No timer or penalty.

5 min: Each child draws a new imaginary pet with agreed animal, colour and size. Partners ask and check, then reveal it.

8-10 min: Finish with selected page 5 questions. Children can use a pictured or imaginary pet; owning a pet is never required.

Answers and adaptations

First round: A identifies Nori: small white rabbit. B identifies Pip: small black cat. Later rounds depend on the private choice. Some pets can be guessed before all three questions; asking three is practice, not proof that every clue is necessary.

Accept sensible questions in any order. A name guess alone is not enough to show the question skill: ask the learner to confirm the clues. Support pointing before speech. For confident learners, cover the question bank for the final try. One-to-one, take the other role. Online, privately share the separate partner PDF; the pet board can stay on screen.



Keep talking about pets

YL2 | Teacher speaking prompts and final check

Choose four to six prompts for 8-10 minutes. Model a short answer and let partners take turns. They can point first, invent a pet or pass. Follow up with What colour? Big or small? or Show me.

1. Which pet do you like best? Example: I like Nori.
2. Do you like cats? Example: Yes, I do. / No, I don't.
3. Do you like dogs? Example: Yes, I do. / No, I don't.
4. What colour is your chosen pet? Example: It is brown.
5. Is it big or small? Example: It is small.
6. What is its name? Example: Its name is Coco.
7. Can it run? Example: Yes, it can. / No, it can't.
8. Can it fly? Example: No, it can't.
9. What does it eat? Example: It eats fish. / I don't know.
10. Where does it sleep? Example: In a bed.
11. Do you like big dogs or small dogs? Example: Small dogs.
12. Is your imaginary pet funny? Example: Yes! It is a purple cat.

A new pet after feedback

Privately show the answerer a new fact card:

Coco: a big black cat.

The other learner asks about animal, colour and size, then describes the pet. It is not on the board, so do not ask for its name. Reveal the fact card and let both children check.

Swap jobs with Dot: a big white bird.

Check: a recognisable Is it ...? question, a relevant yes/no reply and an accurate final description. Accept a short spoken answer or pointing with support; note the support used. The new pet checks language beyond memorising a board name.

Optional home practice

Draw one imaginary pet. Add or say three facts: It is a _____. It is _____. It is big / small. Next lesson, let a partner ask questions before showing the drawing. No photo, internet or real pet is needed.

All profiles and examples are fictional. Answers about likes and imagined pets vary. Suggested timings and independent use still need checking in class.