**The Animal Shelter**

Listen to and read a narrative text about a family choosing a pet from an animal shelter.

(Video link: <https://learnenglishkids.britishcouncil.org/en/short-stories/the-animal-shelter>)

**Teacher’s Notes / Lesson Plan**

* The main activity is based on a narrative text (story/account) about choosing a pet from an animal shelter, which fits into the module“*Changes*”.
* Language items/structures:
* Modal “can” to describe abilities
* Adjectives to describe pets
* Vocabulary items: e.g. animal shelter, adopt, rabbit, hamster, guinea pig, budgie

**Warm-up**

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| **Duration** | 5 minutes |
| **Aims** | * To introduce the topic about adopting animals from an animal shelter * To activate students’ prior knowledge |
| **Teaching Steps** | 1. Write the phrase “animal shelter” on the board and elicit whether students know what it is by asking the following questions:  * What kind of animals can you find in an animal shelter? * Why are the animals there? * What happens to the animals in the shelter? * Are there any of these animal shelters in Hong Kong?  1. Ask more questions:  * Have you ever adopted an animal from an animal shelter? * Which animal would you like to adopt? * Why? |

**Main Activity**

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| **Duration** | 10 minutes |
| **Aims** | * To develop students’ ability to predict the likely development of a topic using personal experience, context and knowledge of the world * To check students’ understanding of the story |
| **Teaching Steps** | 1. Play the video. 2. Pause after the snake is rejected and ask students for a solution. Then play the scene when the cat appears. Ask students whether the cat is a good pet, why, and what cats can do. 3. Play the rest of the video to see if students’ guesses about cats were the same as what are shown in the story. 4. Distribute the worksheet to students and instruct them to complete Part 1, which checks their general understanding of the story. 5. Check the answers. Play the video again if necessary. |

**Extension/Consolidation Activity**

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| **Duration** | 10 minutes |
| **Aims** | * To consolidate students’ knowledge of the key vocabulary items and the use of the modal “can” to describe abilities * To provide time for physical activity to cater for the needs of the kinesthetic students |
| **Teaching Steps** | 1. Explain to students how to complete Parts 2 and 3 of the worksheet, which focus on the use of “can” and adjectives to describe pets. 2. Have students indicate what they can or cannot do by putting a tick or a cross in the table in Part 4. Ask them to write sentences about the things they can or cannot do. Invite some students to demonstrate the abilities which they have ticked. |