**Look out, Angel!**

Read or listen to this story to find out why Angel the fish has to be careful when playing away from home.

(Video web link: <https://learnenglishkids.britishcouncil.org/en/short-stories/angel-look-out>)

**Teacher’s Notes / Lesson Plan**

* The main activity is based on a narrative text (story) about a fish that manages to avoid danger when out playing with his friend. It fits into the module *“Magic of Nature”*.
* Language items/structures:
* Imperatives to give warnings
* “There is/are” to point out the existence of objects
* “That is/This is” to refer to animals
* Vocabulary items: e.g. coral, dangerous, dugong, jellyfish, octopus, sea snake, shell, stone fish, turtle

**Warm-up**

|  |  |
| --- | --- |
| **Duration** | 5 minutes |
| **Aims** | * To activate students’ prior knowledge
* To pre-teach some key vocabulary
 |
| **Teaching Steps** | 1. Elicit whether any of the students have been to Ocean Park and whether they saw any dangerous sea creatures there.
2. Distribute the worksheet and ask students to discuss in pairs which of the animals in Part 1 are dangerous.
 |

**Main Activity**

|  |  |
| --- | --- |
| **Duration** | 5 minutes |
| **Aim** | * To develop students’ ability to listen for the gist or main ideas
 |
| **Teaching Steps** | 1. Play the video.
2. Elicit which of the animals on the worksheet are dangerous. Check if students have guessed correctly.
3. Ask students to work in pairs and put the animals in the same order they appeared in the story.
4. Check answers.
 |

**Extension/Consolidation Activity**

|  |  |
| --- | --- |
| **Duration** | 10 minutes |
| **Aim** | * To develop the students’ ability to reproduce sentences based on a model
 |
| **Teaching Steps** | 1. Tell students that Angel was learning how to take care of himself and stay safe. Tell students that they need to learn that, too.
2. Elicit what children should be careful about in Hong Kong, and write the suggestions on the board.
3. Ask students to match the rules for staying safe and write their own rules in Part B of the worksheet.
4. Elicit ideas from the students and write them on the board.
 |