**Learning and Teaching Resources on English Language (S1-3)**

**Animal Welfare**

**Part 1: What is animal welfare?**

**Picture analysis**

Refer to slides 7-12. Analyse the pictures taken from the posters of the Agriculture, Fisheries and Conservation Department (AFCD) and complete the following table.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Describe what you see in the picture** | **What is the message conveyed in the picture?** | **Bonus question** |
| **Picture 1** |  |  |  |
| **Picture 2** |  |  |  |
| **Picture 3** |  |  |  |

**Part 2: Animal abandonment**

1. **Video analysis**

Answer the following questions after watching a video about animal cruelty.



Link to video

1. How do you feel while watching the video? Why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. What techniques were used in the video to create such a feeling?

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1. i) According to the video, why are animals being abandoned?

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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1. What are the other reasons that people abandon their pets?

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1. What is the key message of the video? Fill in each of the following blanks with one word.

The video is calling for r\_\_\_\_\_\_\_\_\_\_\_\_\_ for animals. We should fight against c\_\_\_\_\_\_\_\_\_ to animals, for example, animal a\_\_\_\_\_\_\_\_\_\_\_\_\_ and animal a\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. **Soliloquy of an abandoned pet**

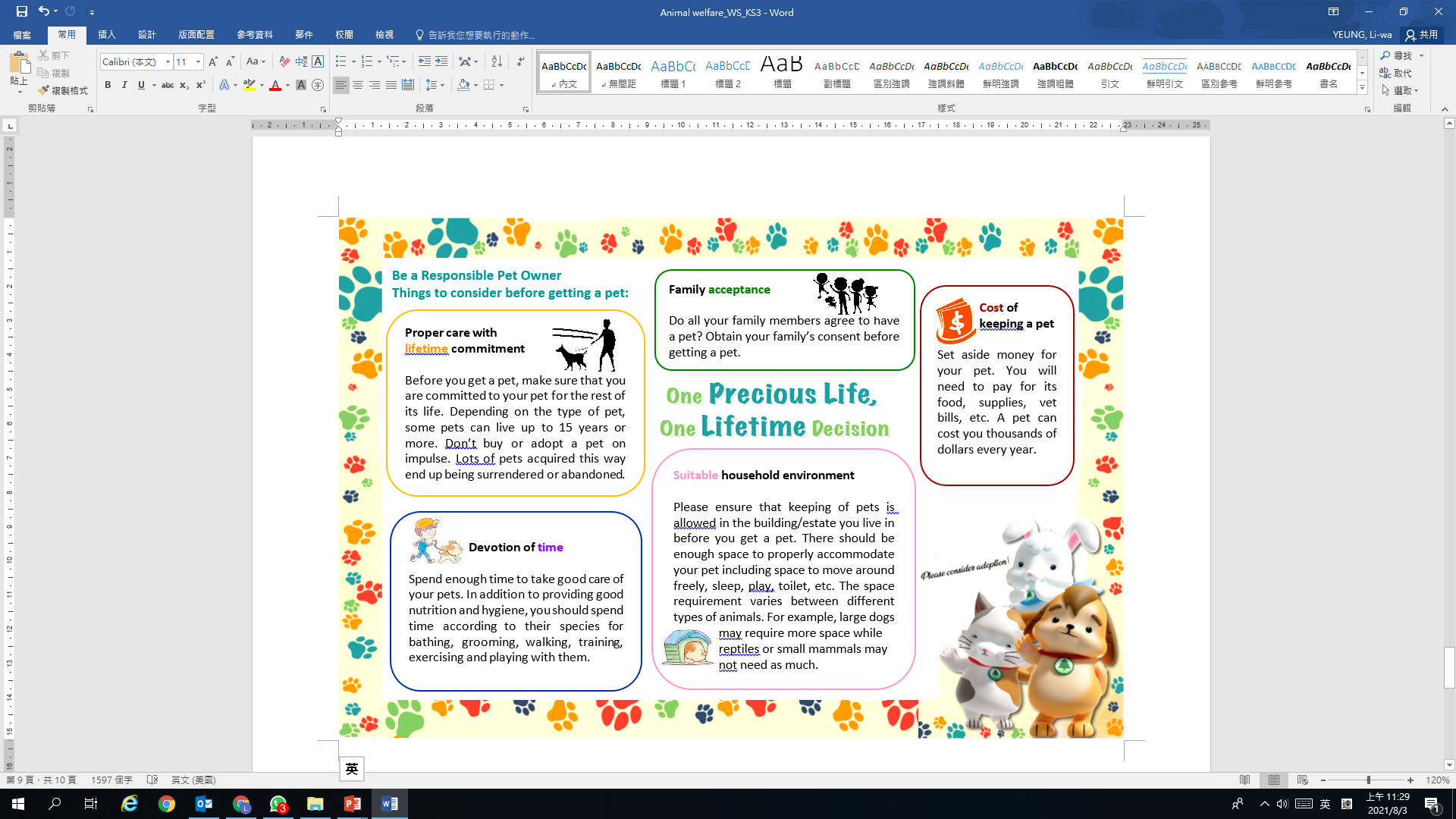
Imagine you were an abandoned pet.

* How would you feel?
* What would you be thinking?
* What would you want to say to your owner?

1. Write a soliloquy to express your inner thoughts and feelings as an abandoned pet. You may begin with the line ‘That day, you left me alone in the street.’
2. Pair up with a classmate. Perform your soliloquy.



**Soliloquy of an abandoned \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (state the type of pet here)**

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**Part 3: Be a responsible pet owner**

1. **Speaking Task – Group Discussion**

Your class is discussing how to be a responsible pet owner. With reference to the leaflet ‘Be a responsible pet owner’ on Page 4 and your own knowledge, discuss the things to consider before having a pet in groups of four. You may want to talk about:

* Things to consider before being a pet owner
* Good qualities a pet owner should possess
* How to promote responsible pet ownership in Hong Kong
* Anything else you think is important

You may write your notes here:

1. **Understanding the text features of a leaflet**

Study the leaflet on Page 4 and answer the following questions.

1. What is the title of the leaflet? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. How do you know it is a title?

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What is the purpose of the leaflet?

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1. i) What are the five things to consider before getting a pet?

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii) How are these messages being presented?

* They are presented in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and are in \_\_\_\_\_\_\_\_\_\_.
* The keywords are displayed in a different \_\_\_\_\_\_\_\_\_\_\_\_\_.

1. How do we address the readers in a leaflet?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Imperatives, modals and connectives are often used to present and organise information in leaflets. Identify more examples from the leaflet.

|  |  |  |
| --- | --- | --- |
|  | **Language features** | **More examples** |
| i) | Use of **imperatives**  *(e.g.* ***Obtain*** *your family’s consent before getting a pet)* |  |
| ii) | Use of **modals**  *(e.g. can)* |  |
| iii) | Use of **connectives**  *(e.g. for example)* |  |

**Part 4: Promoting animal welfare at school**

**Designing a leaflet**

With reference to what you have learnt about animal welfare and the features of a leaflet in Parts 1-3, design a leaflet to be displayed in your school to raise awareness of animal welfare. You may include some of the ideas below:

* What is animal welfare? Why is it important?
* How to be a responsible pet owner?
* How can students take part in promoting animal welfare?
* What activities can be organised to promote animal welfare at school?

**Post-writing self-reflection**

Put a ‘✓’ for the item(s) that you can do.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Yes (✓) | No(✓) |
| **Content** | | | |
|  | I have included a catchy title. |  |  |
|  | I have included relevant themes on animal welfare (e.g. responsible pet ownership, fight against animal abuse and animal abandonment). |  |  |
|  | I have clear elaboration and concrete suggestions on how to raise awareness of animal welfare at school. |  |  |
| **Language** | | | |
|  | I can use modals (e.g. “can”, “should”, “will”) to make suggestions, and express ability, prohibition and future possibility. |  |  |
|  | I can use imperatives to give instructions and express prohibition. |  |  |
|  | I can use connectives to link ideas coherently. |  |  |
| **Organisation** | | | |
|  | I have made use of clear headings and subheadings. |  |  |
|  | I can create and present information in different forms, including texts, images, etc. |  |  |
|  | I have used different colours and font types to help convey the key messages. |  |  |