

**Name of activity:** Animal Shelter

**Short description:** Students listen to a story about a family adopting a pet and do the activities related.

**Link to curriculum:** Unit 5.8

**Difficulty level:** medium

**Time:** 35 minutes

**Learning outcomes:** Students practice listening for detailed information

(Competency 3; listening)

**Option 1**

Lesson plan with:

- ✓ Worksheet
- ✓ Flashcards
- ✓ Tapescript

**Option 2**

Lesson plan with:

- ✓ Worksheets to project (data projector)
- ✓ Link to audio or video recording

**Option 3**

Lesson plan with:

- ✓ Activities for a Computer Room

Links to material:

<http://learnenglishkids.britishcouncil.org/en/short-stories/the-animal-shelter>

## Option 1: Worksheet

<b>Preparation:</b>	
<ul style="list-style-type: none"> <li>Make photocopies of the worksheet copied below for pairs/groups of students. (If photocopying is a problem, put up the activities on the board and ask students to copy them down.)</li> </ul>	
<b>Stage / Time</b>	<b>Procedure</b>
<b>Introduction/ Warmer</b>  <b>5 mins</b>	<ol style="list-style-type: none"> <li>Look at the worksheet and decide if there is any vocabulary that students might need. (i.e. animal shelter, budgie, hamster, guinea pig). You might like to show pictures to teach it.</li> <li>Tell the students that they are going to listen to a story about a family at an animal shelter. Put up the picture of the "Good" family (copied below). <i>(If printing is a problem draw your own picture and put it up on the board)</i></li> </ol>
<b>Listening 1</b>  <b>10 mins</b>	<ol style="list-style-type: none"> <li>Tell students that they have to listen for the answer to a question. Question : <i>Which animal did the Good family choose?</i></li> <li>Play the extract. <i>(If you are unable to play the extract, you can read the listening script below. Make sure you add the relevant tags within the dialogue – i.e. "said the mother", "said the father", "said the girl" "said the boy")</i></li> <li>Check answer with the whole class. Answer: <i>The cat.</i></li> <li>Ask them if they thought it was a good choice.</li> </ol>
<b>Listening</b>  <b>2/3</b>  <b>+/- 10 mins</b>	<ol style="list-style-type: none"> <li>Tell students that they are going to listen to the story again.</li> <li>Give out worksheet 1 (1 per student)</li> <li>Go to activity 1 of the worksheet. Ask students to listen and write the correct name under the animals in the picture. <i>(If photocopying is a problem, ask students to write down the animal names as they hear the story)</i></li> <li>Check with whole class</li> <li>Play/tell the story again and ask students to do activity 2.</li> <li>Check with whole class.</li> </ol>

<b>Listening 4</b> <b>10 mins</b>	<ol style="list-style-type: none"><li>1. Give out worksheet 2. (1 per student)</li><li>2. Tell students to look at activity 3 and try to remember the answers in groups.</li><li>3. Play / tell the story again and check the answers.</li></ol>
<b>Variations</b>	<ol style="list-style-type: none"><li>1. When photocopying is difficult, activities can be put up on the board for students to copy. Make sure they have their own copy of the activities in worksheet 2.</li></ol>



## The animal shelter

This is the Animal Shelter. There are lots of pets to adopt here. Dogs, cats, rabbits, hamsters, guinea pigs, budgies and fish.

This is the Good family. They want to adopt a pet. Which one will they choose?

"How about a dog? Dogs are great pets. They can go for walks. They can play games in the park. They can fetch and carry things."

"Dogs are terrible pets. They can jump on your bed and bark all night."

"How about a rabbit? Rabbits are fun pets. They can jump and hop. They can skip and run. They can stand on two legs and wiggle their ears!"

"Rabbits are terrible pets. They can go into the garden and eat your vegetables."

"How about a snake? Snakes are cool pets. They can climb and slide. They can be very small or very tall. They can also scare your friends!"

"Snakes are terrible pets. They can bite you and swallow you whole!"

"Help! Help! Stop that cat!"

"How about a cat? Cats are perfect pets. They can walk and run. They can jump and climb. They can play games and scare mice."

"Cats are the best pets. Now, what name will we choose?"

## Story



Listen to this story <http://learnenglishkids.britishcouncil.org/en/short-stories/the-animal-shelter>

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# Worksheet 1

## The animal shelter

### 1. What's the word?

What animals are there at the animal shelter? Write the word under the pictures.




eels	cats	rabbits	hamsters
guinea pigs	budgies	fish	snakes

			
	dogs		
			

### 2. Fill it in!

What pets do the Good family want? Write the missing word.

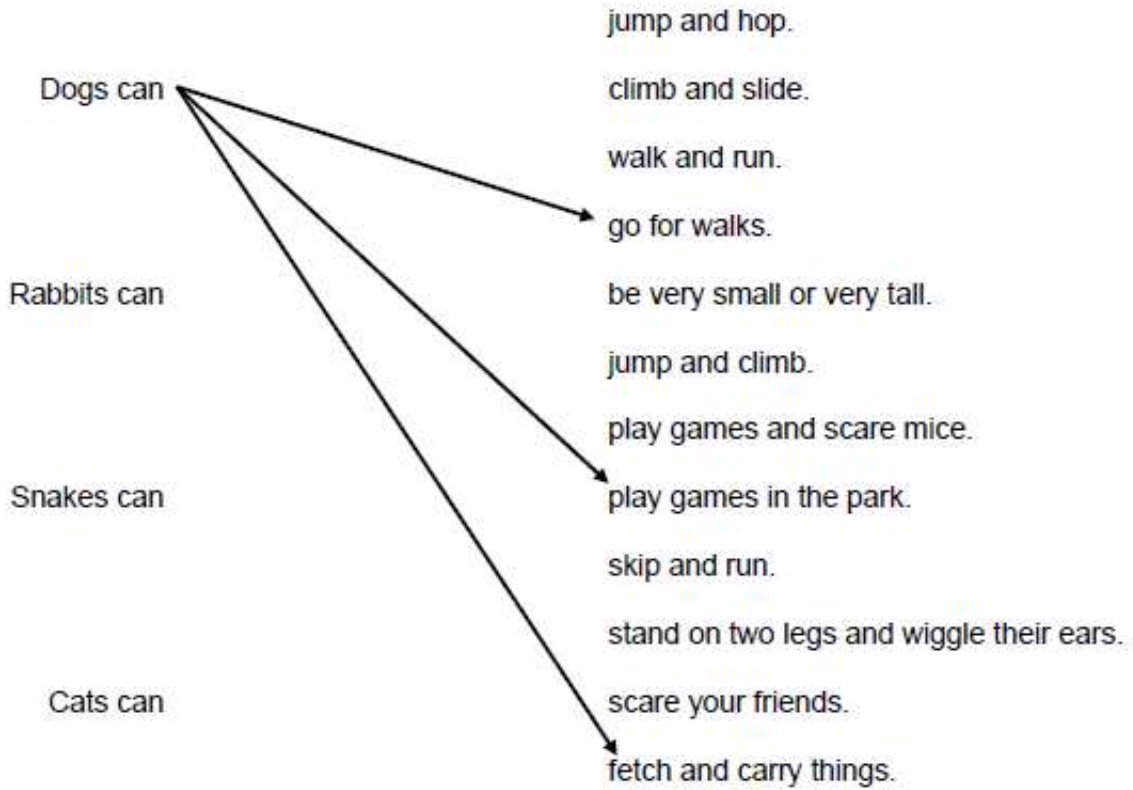


- a. Mum wants a  cat
- b. Dad wants a  \_\_\_\_\_
- c. The boy wants a  \_\_\_\_\_
- d. The girl wants a  \_\_\_\_\_

## Worksheet 2

### 3. Match them up!

What's good about the pets? Match each pet with 3 things they can do!



**The Good Family**



## Option 2: Data Projector

### Preparation:

- Click on the following link to open the activity:

<http://learnenglishkids.britishcouncil.org/en/short-stories/the-animal-shelter>

- Make photocopies of the worksheet above. (Note: if photocopying is a problem, put up the activities on the board and get students to copy the questions.)

Stage	Procedure
<p><b>Introduction</b> <b>5 mins</b></p>	<ol style="list-style-type: none"> <li>1. Tell the students that they are going to listen to a story about a family at an animal shelter.</li> <li>2. Put students into groups and click on the “start” button and show introductions to “animal shelter” and the “Good family”</li> </ol>
<p><b>Video listening task 1</b> <b>5 mins</b></p>	<ol style="list-style-type: none"> <li>1. Tell students that they have to watch/listen for the answer to a question.  Question: <i>Which animal did the Good family choose?</i></li> <li>2. Play the rest of the extract</li> <li>3. Check with whole class. Answer : <i>the cat</i></li> </ol>
<p><b>Video listening task 2/3</b> <b>10 mins</b></p>	<ol style="list-style-type: none"> <li>1. Tell students that they are going to listen to the story again.</li> <li>2. Give out worksheet 1 (1 per student)</li> <li>3. Go to activity 1 of the worksheet. Ask students to watch and write the correct name under the animals in the picture. ( <i>If photocopying is a problem, ask students to write down the animal names as they hear the story</i>)</li> <li>4. Check with whole class</li> <li>5. Play the story again and ask students to do activity 2.</li> <li>6. Check with whole class.</li> </ol>



<b>Video listening task 4 10 mins</b>	<ol style="list-style-type: none"><li>1. Give out worksheet 2. (1 per student)</li><li>2. Tell students to look at activity 3 and try to remember the answers in groups.</li><li>3. Play the story again and check the answers.</li></ol>
<b>Variation</b>	<ol style="list-style-type: none"><li>1. When photocopying is difficult, activities can be put up on the board for students to copy. Make sure they have their own copy of the activities in worksheet 2.</li></ol>

### Option 3: Computer lab

**Preparation:**

- Arrange students in pairs and get them to open the activity <http://learnenglishkids.britishcouncil.org/en/short-stories/the-animal-shelter>
- Make photocopies of the worksheet above. (Note: if photocopying is a problem, put up the activities on the board and get students to copy the questions.)

Stage	Procedure
<p><b>Introduction</b> <b>5 mins</b></p>	<ol style="list-style-type: none"> <li>1. Tell the students that they are going to listen to a story about a family at an animal shelter. Arrange them in pairs and get them to open activity <a href="http://learnenglishkids.britishcouncil.org/en/short-stories/the-animal-shelter">http://learnenglishkids.britishcouncil.org/en/short-stories/the-animal-shelter</a></li> <li>2. In pairs tell them to begin the activity and click on the “start” button and watch the introductions to the animal shelter and the Goode family</li> </ol>
<p><b>Video listening 1</b> <b>5 mins</b></p>	<ol style="list-style-type: none"> <li>1. Tell students that they have to watch/listen for the answer to a question.  Question : <i>Which animal did the Good family choose?</i></li> <li>2. Play the rest of the extract</li> <li>3. Check with whole class. Answer : <i>the cat</i></li> </ol>
<p><b>Video listening</b> <b>2/3</b> <b>10 mins</b></p>	<ol style="list-style-type: none"> <li>1. Tell students that they are going to watch the story again.</li> <li>2. Give out worksheet 1 (1 per student)</li> <li>3. Go to activity 1 of the worksheet. Ask students to watch and write the correct name under the animals in the picture. (<i>If photocopying is a problem, ask students to write down the animal names as they hear the story</i>)</li> <li>4. Check with whole class</li> </ol>

	<ol style="list-style-type: none"><li>5. Students play the story again and do activity 2.</li><li>6. Check with whole class.</li></ol>
<b>Video listening 4 10 mins</b>	<ol style="list-style-type: none"><li>1. Give out worksheet 2. (1 per student)</li><li>2. Tell students to look at activity 3 and try to remember the answers in groups.</li><li>3. Play the story again and check the answers.</li></ol>
<b>Variation</b>	<ol style="list-style-type: none"><li>1. When photocopying is difficult, activities can be put up on the board for students to copy. Make sure they have their own copy of the activities in worksheet 2.</li></ol>