



– Extra

**Level 1**

This level is suitable for students who have been learning English for at least a year and up to two years. It corresponds with the Common European Framework level A1. Suitable for users of CLICK/CROWN magazines.

**SYNOPSIS**

Andi and Bruce are not very happy. The sister and brother live with foster parents, Carl and Lois, because their parents have died. Andi and Bruce have a pet dog called Friday, who has to stay hidden because Carl and Lois don't like dogs. Friday is always getting into trouble. One day, Friday runs into an old, abandoned hotel and makes friends with two dogs that are already living there. With the help of Dave and Heather from the local pet shop, Andi and Bruce set up the Hotel for Dogs and rescue all the stray dogs in the area. Bruce is very good at inventing things and he designs lots of machines to keep the dogs clean and happy. Unfortunately, Lois finds that Bruce has been taking things from her flat to help build the machines and calls the police. The police discover all the dogs and take them to the pound, while Andi and Bruce are sent to separate homes. However, Friday escapes and finds Dave, who makes a plan to rescue the dogs. Although the plan goes wrong, the police are finally persuaded that the kids should keep the dogs and the Hotel for Dogs stays open.

**THE BACK STORY**

The film *Hotel for Dogs*, which was released by Dreamworks Pictures in 2009, is based on the Lois Duncan book of the same name, published in 1971. The book was very successful in raising

awareness of the plight of both foster children and unwanted animals through a fun story for younger readers.

The making of the film – with its huge cast of dogs – was inevitably quite a challenge! Most of the dogs in the film were 'rescues' that were especially trained for the film and many were later adopted by members of the cast and crew. The dogs' training started four months before filming. The dogs learned to show different emotions, such as putting their tails between their legs to show sadness. The actors also had to learn to work and interact with the dogs.

Another interesting aspect of the film is the cleverness of the machines that Bruce makes. All these were created by an inventive special effects team and use basic items that a teenager could really have found in an old hotel.

**MEDIA LINKS**

**DVD:** The film *Hotel for Dogs* is available on DVD.

**CD:** A recording of *Hotel for Dogs* is available to accompany the Scholastic Reader.

**Internet:** You can find more information at the official website: [www.hotelfordogsmovie.com](http://www.hotelfordogsmovie.com).

**Book:** The book *Hotel for Dogs* was written by Lois Duncan and is published by Scholastic.

**HOW TO USE YOUR SCHOLASTIC READER****Choosing and motivating**

Is this the right story for your class? Have the students seen the film *Hotel for Dogs*? Motivate them with background information (see The Back Story above) and by reading aloud the first page of the story with dramatic atmosphere.

**Organising**

Plan a class reading schedule. Decide how many pages to set for reading each week. Select exercises from the Self-Study Activities at the back of the reader and extra activities from this resource sheet to go with each chunk of reading. (All answers on page 4 of this resource sheet.)

**Using the CD**

Students can listen and follow in their books. They can listen and then read. They can read and then listen. All these activities will improve their reading speeds and skills.

**Using the DVD**

Select the English language option on the DVD. The film is 96 minutes. You could show it in chunks of around 15 minutes in parallel with the class reading schedule. Alternatively, show it as a reward when the class have finished the book.

**Glossary**

Go to 'New Words' at the back of the reader. Translate the words with the class or get students to find meanings at home. The Vocabulary Builder on page 3 of this resource sheet practises the new words in a different context.

**Casual language**

Introduce the informal expressions used in *Hotel for Dogs*. (See Vocabulary Builder on page 3 of this resource sheet.) Put them into context. Ask students to look out for them as they read.

**Fact Files**

Set these as self-study or use for whole class work. These provide background information about the film, famous dogs and working dogs.

**What did they think?**

Get everyone to do a written or spoken review of *Hotel for Dogs*. Compare opinions. Will they go and see the film? Did you like it? Let us know at [readers@link2English.com](mailto:readers@link2English.com).

**COMPETITIONS AND UPDATES**

Check [www.scholasticeltreaders.com](http://www.scholasticeltreaders.com) for competitions and other activities related to the Scholastic Readers.

RESOURCE SHEET STUDENT ACTIVITIES



– Extra

People and places

1 Complete the sentences with the names.

Andi and Bruce    the Animal Control men    Bernie  
 Carl and Lois    Dave and Heather    Friday

- a) ..... Bernie ..... cares a lot about Andi and Bruce.
- b) ..... are brother and sister.
- c) ..... is often in trouble.
- d) ..... don't like dogs.
- e) ..... work in Paws.
- f) ..... work in the pound.

2 Look at the photo of the dogs. Which dog would you like to have for a day? Why?

Chapters 1–2

1 Complete the sentences with the right numbers.

2    2    5    5th    ~~11~~    16    20

- a) Bruce is ...11...
- b) Friday eats ..... sausages at breakfast.
- c) Andi gets ..... dollars for the phone box.
- d) Andi is .....
- e) Andi and Bruce stayed with ..... families in three years.
- f) Carl and Lois live on the ..... floor.
- g) Andi and Bruce see ..... dogs in the hotel.

2 Circle the correct adjectives in *italics*.

- a) Lois has *black* / *yellow* hair.
- b) Carl has a *nice* / *stupid* smile.
- c) Bernie is *angry* / *happy* with Andi and Bruce.
- d) Lois is a *good* / *bad* singer.
- e) The dogs in the pound are *frightened* / *happy*.
- f) The hotel is *clean* / *dirty*.

3 Write three adjectives to describe the hotel now and three adjectives to describe the hotel before.

Chapters 3–4

1 Complete the sentences.

- a) Andi and Bruce run to the hotel in the morning because a dog is howling .....
- b) Lenny is howling because .....
- c) Andi goes to the pet shop to .....
- d) Dave asks Andi to take the dogs because .....
- e) At the end of the first day, the friends are tired because .....
- f) The pound is empty because .....
- g) Andi and Bruce don't want a new family because .....

2 Use the words in the box to complete the sentences about the machines .

brings    poo    think    walk    washes    watch

- a) There is a bone on the machine. The dogs ..... walk ..... after it.
- b) A train ..... food for the dogs when no one is at the hotel.
- c) The dogs ..... a film of a road and they ..... they're in a car!
- d) The dogs ..... in a special place and the machine ..... it away.

3 Write adjectives to describe Andi, Bruce, Dave, Heather and Friday.

Chapters 5–7 and Epilogue

1 Are the sentences true (T) or false (F)? Correct the false sentences.

- a) Andi and Bruce go to a party with Dave.  
 F. Andi goes to a party with Dave. .....
- b) Andi buys a new dress for the party.  
 .....
- c) Andi cries because the drink goes over her dress.  
 .....
- d) The dogs' food train stops working.  
 .....

## RESOURCE SHEET STUDENT ACTIVITIES

- e) Lois calls Bernie about Bruce.  
.....
- f) The police find the dogs because they see a light in the hotel.  
.....
- g) Bernie reads from the blue book.  
.....

**2 Put these different parts of Dave’s plan in the right order.**

- a) The dogs follow the van.
- b) We put sausages in the back of the van.  1
- c) Heather shouts ‘Fire!’
- d) We drive to a pound in a different part of the city.
- e) We run inside the pound and open the doors for the dogs.
- f) We drive away in the van.
- g) We drive to the pound and find the dogs.

**Which part of the plan doesn’t go well?**

**3 Imagine you are in the street and see the dogs running to the hotel. Write a text message to a friend. Tell them what is is happening.**

**4 Would you like a job at the Hotel for Dogs? What would / wouldn’t you like to do? Why / Why not?**

**FINAL TASKS**

**Writing**

**Choose one of the characters: Andi, Bruce, Dave, Bernie, the Animal Control man, the policeman or Friday. Write a page for their diary for the last day of the story.**

**Speaking**

**Work with a partner. It is the last day of the story.**

**Student A:** You are a reporter for the local newspaper. Prepare some questions to ask Andi about how the Hotel for Dogs started.

**Student B:** You are Andi. Prepare some possible answers. How will you describe what happened? Are there some things you don’t want to tell the reporter? Role-play the interview.

**Speaking and writing**

**Work in pairs. You want to start another Hotel for Dogs in a different town. Write an email to Andi with questions about the problems. Then exchange your email with another pair. Discuss and write the answers to the questions.**

**Speaking**

**Work in pairs. Choose a photo from the story. Tell your partner what a person or a dog in the photo is saying. Can your partner find the photo?**

**VOCABULARY BUILDER**

**1 Complete these sentences with words from the list of ‘New Words’ at the back of Hotel for Dogs.**

1. Dogs often ..... **bark** ..... when they are excited.
2. At school we can buy drinks from a .....
3. I don’t see my sister very often. We always ..... when we meet.
4. The telephone was a very important .....
5. Can you close the ..... please? It’s late.
6. My brother drives a big, white ..... for his work.
7. The biscuits are in a ..... on the table in the kitchen.
8. Is that your red car ..... the house?
9. He is a ..... man. He is always shouting.
10. A fireman’s job is to ..... people from fires.

**2 Unjumble the letters to find the right words.**

1. Friday likes eating these! UGASSEAS ..... **sausages** .....
2. There was a beautiful one in the hotel. CRASTSIEA .....
3. Bruce and Andi put these into a phone box. NESSTO .....
4. Friday is often in this. BRUTEOL .....
5. Dogs like to eat one of these. NEOB .....
6. People do this when they watch football. HECRE .....
7. You know when food is bad because it does this! SSLLEM .....

**Casual language**

- **‘really’** (p.15). ‘really’ = very. Friday says the hotel is ‘really nice’.
- **‘poo’** (p.17, p.18 and p.19). When dogs go to the toilet, they ‘poo’ or do ‘a poo’. Young children also use this word to talk about going to the toilet.
- **‘kids’** (p.28). Bernie uses this word to talk about Bruce and Andi. It means ‘young people’. We use it for children and teenagers.

**Choose an expression to complete the sentences.**

1. Dog owners must clean up their dog’s ..... from the street. It’s very dirty.
2. My friend has a big family. There are seven ..... !
3. I loved the film. It was ..... good!

### **HOTEL FOR DOGS: THE FILM (pages 32–3)**

#### **Write a fact file**

Ask students to work in small groups. Each group chooses an actor from the film. The students research this actor and find out about other films he or she has been in and any interesting facts about them. They write a short fact file about the actor. Display the files in class.

#### **Design a machine**

Put students in pairs. Ask students to brainstorm other machines that would be useful in the *Hotel for Dogs*. They design and draw one machine. Each pair presents its machine to the class and explains what it can do. The class votes on the best machine.

#### **The sequel**

Put students into small groups to plan the sequel to *Hotel for Dogs*. They should think about these things:

- where the story takes place
- which people and dogs from the first film will be in it
- which new characters they want
- brief outline of events

Students write a synopsis of the film and design a poster for it.

### **FAMOUS DOGS (pages 34–5)**

#### **Interview**

In pairs, students role-play a 'doggy interview' for the magazine 'Dog Today'. One student will be a reporter for the magazine and the other will be one of the famous dogs in the fact file. They ask and answer questions about the dog's life and experiences.

#### **Research project**

Students work in small groups. Ask them to think of a famous animal from a film, book or cartoon. For homework, they find out as much information as they can about this animal. In the next class, they pool all the information they have and write a list of the most interesting facts. The students read their list to the class. Can the other students guess who they are describing?

### **WORKING DOGS (pages 36–7)**

#### **Advertisement**

Put students in pairs. Students brainstorm the qualities needed by a family which are going to look after a guide dog in its first year. Students use this information to write an advertisement for a guide dog website to find families for guide dog puppies.

#### **Discussion**

As a class, brainstorm a list of clever things which dogs can do (maximum ten items). In small groups, students discuss the list and rank the items in order of importance. Discuss the reasons for their choices with the whole class and choose a final list together.

### **FILM/CD FOLLOW-UP**

#### **Comprehension check**

Play a scene from the film twice and ask students to watch carefully. Students watch and write at least two comprehension questions for their classmates to answer.

#### **Spot the difference**

Play a scene from the film. In pairs, students write down two things which are different from the book and one thing which is the same. They show their list to another pair who decide which two things are different.

#### **What happens next?**

Read a chapter with the students and play the relevant part of the CD at the same time. Stop at some dramatic points and ask what has just happened and what is about to happen.

### **ANSWER KEY**

#### **Self-Study Activities (pages 38–41)**

- 1 a) Carl and Lois b) Friday c) Dave and Heather d) Bruce e) Bernie f) Andi g) the Pound
- 2 a) bark b) sausages c) a box d) stones e) stairs
- 3 a) smell b) hugs c) jumps d) outside
- 4 a) They need money to buy food for Friday.  
b) Bernie  
c) He stays outside because Carl and Lois don't know about him.  
d) The Animal Control man finds him and takes him to the pound.  
e) They follow Friday.
- 6 a) ii b) i c) iii d) iii e) iii
- 7 a) Friday b) Georgia c) Lenny d) Dave e) Heather f) Bruce
- 8 a) F. She doesn't tell him.  
b) F. Andi goes to the pet shop to buy more food.  
c) T d) F. He doesn't make a machine to give the dogs a hug.  
e) T f) T g) F. They decide to stay.
- 11 a) Lois b) Friday c) Bernie d) Bruce e) Dave f) Bruce g) Bernie h) the policeman
- 12 a) Bruce took things for the machines from her flat.  
b) she had a bone.  
c) they don't kill them there.  
d) they can smell the sausages.  
e) he reads the red book.  
f) the hotel stays open and they and Friday can live with Bernie and his wife.
- 13 e)

#### **Resource Sheet Activities**

##### **People and places**

- 1 b) Andi and Bruce c) Friday d) Carl and Lois e) Dave and Heather f) the Animal Control men
- 2 Open answers.

##### **Chapters 1–2**

- 1 b) 2 c) 20 d) 16 e) 5 f) 5th g) 2
- 2 b) stupid c) angry d) bad e) frightened f) dirty
- 3 Open answers.

##### **Chapters 3–4**

- 1 b) he wants to see the sky / he doesn't like the blind.  
c) buy food for the dogs.  
d) they don't have a home.  
e) they cleaned the hotel, gave food to the dogs and took them for walks.  
f) all the dogs are in the hotel.  
g) they don't want to leave the dogs and their new friends.
- 2 b) brings c) watch, think d) poo, washes
- 3 Open answers.

##### **Chapters 5–7 and Epilogue**

- 1 b) F. She finds a dress at the hotel.  
c) T d) T  
e) F. Lois calls the police.  
f) F. They hear Lenny.  
g) F. He reads from the red book.
- 2 The correct order is: b, g, c, e, f, a and d.  
d) doesn't happen. The dogs stop following the van.
- 3 Open answers.
- 4 Open answers.

#### **Vocabulary builder**

- 1 2. machine 3. hug 4. invention 5. blind 6. van 7. box  
8. outside 9. horrible 10. save
- 2 2. staircase 3. stones 4. trouble 5. bone 6. cheer 7. smells

#### **Casual language**

1. poo 2. kids 3. really