

Teaching the Topic

Many New Zealand families have pets (cats, dogs, guinea pigs, mice, rabbits, rats) and children often ask to have one. Learners from other countries may not have experience with these kinds of pets, and a new pet can feel like a huge undertaking. Neighbours sometimes ask each other to feed their pets when they go away.

Resources

SPCA information; advertisements in newspapers and community papers for free kittens, puppies; library books about care of animals; information from a local vet about animal care.

Activities

- Discuss the place of pets in New Zealand – why we have them, whether the learner thinks children benefit from caring for a pet, health issues.
- Discuss the family situation – how much money is available for this, what happens if the family goes away, what is possible in the learner's living situation, what are the differences between cats, dogs and other pets in terms of feeding, care, on-going costs, exercise, licensing fees and housing.
- If the family decides to get a pet, talk about care, food, fencing a section, having a cat door, inoculations, flea treatments and worming. If it is a baby animal there may be other requirements. Explain rules about dogs, the areas they are permitted in town, expectations of no barking, the pound for animals that stray and dealing with dog messes in public places.
- Role play talking to the SPCA – what they provide, what questions will be asked, costs, what information they have for a new owner.
- If relevant, role play asking the neighbours to feed the pet while the learner is on holiday. Or responding to a request to feed their pet.

Language

- The vocabulary around pets and their care.

Using the Worksheet

A possible introductory activity: Has the learner ever had a pet? What kind of pet? What happens in the learner's country if you lose a pet? What would people do to find the pet? Has the learner ever seen a notice about a lost pet, in a shop window or in their letterbox?

The worksheet is a flyer in a letterbox about someone's lost cat. Read for information. What could the learner do if they saw the cat? Role play phoning the number on the flyer and telling the person that you think you have seen their cat. Start the call appropriately, say why you are calling, give all the necessary information, understand what will happen next, end the call appropriately.

Main learning points

Make a phone call, structure it appropriately – how to begin, what information to give, speak clearly on the phone, clarify if the learner doesn't understand, repeat what the learner understands so the other person knows that the learner is clear about what will happen as a result of the call, end the call appropriately.

What else could be learnt?

Write a flyer that the learner could put in the neighbours' letter boxes if they lost their pet. Include all contact details and a description of the pet.

Role play the phone call the learner might get, with the tutor ringing to say they have seen a pet that might be the learner's.

Role play phoning about similar flyers, for example, a missing recycling bin, a lost jacket near the school.



Looking for Tabby

Read the flyer and discuss with your home tutor.

MISSING CAT



Our cat has been missing
since around 12 April
from Mills Crescent in Sydenham.

If you have seen her, can you
please call 981 4325.

Her name is Tabby.