

Owning a pet in the UK

Lesson plan**Topic** Owning a pet**Level:** E3 / Intermediate 1 / B1**Time:** 60 minutes +**Aims**

- To develop students' awareness of the Animal Welfare Act (2006) and the laws that people have to follow if they want to own a pet in the UK
- To expand students' knowledge of vocabulary in the context of animals and pet care
- To provide listening and reading practice in the context of pet care
- To develop students' ability to discuss pet ownership and the welfare of animals kept as pets

Introduction

This lesson is about owning a pet in the UK and focuses on the laws regarding the responsibilities and welfare of owning a pet. The lesson is based on the Animal Welfare Act (2006) and students will be given the opportunity to develop their reading and listening skills as well as their vocabulary and discussion skills.

Tips**Prepare to display:** <http://www.youtube.com/watch?v=FOLP8p0jSoA> (Task 2)**Resource A** – copy, cut up and stick on the wall around the room or in corridor.Preparation for the cooler: (Task 3)**Resource B** - copy and cut up one set of scenario cards per group of 3-4**Resource C** – copy one board game per group of 3-4.

Preferably, print Resources B and C in colour and laminate in order for them to be reused.

Each group will also need a coin and some counters.

Procedure**Warmer (5 - 10 mins)**

- Hand out the pack of student worksheets and ask students to look at the **Warmer on page 1**.
- Ask students if they know the names of these animals and if they know anything about them.
- Elicit the difference between domestic and exotic pets (exotic pets are those which would normally be considered as 'wild' but are kept in a domestic setting - they are often rare and unusual; some exotic pets require the owner to have a licence to keep them).
- Make a note of student responses on the board and address any common errors.
- Drill accurate pronunciation of the names of all the creatures, eliciting number of syllables and word stress of unfamiliar words.

Task 1 – Preparation for listening (10 mins)

- Tell students to look at Task 1 on the worksheet. Elicit their predictions about what aspect of 'owning a pet in the UK' the session is about (i.e. pet welfare, the responsibilities of pet owners, etc) and ask them to try to make a sentence that includes the words they know in the word cloud.
- Monitor and make a note of any common errors.
- Ask individual (stronger) students to write their sentences on the board to provide examples for the others.
- Feedback as a class, encouraging peer teaching of unfamiliar vocabulary and addressing any common errors.

Task 2 – Listening (15 mins)

- Ask students to look at the statements on Task 2 of the worksheet and think about whether they may be true or false.
- Explain that they are going to watch the video in order to find out if their predictions were correct. Also encourage students to look out for sentences similar to or the same as the ones on the board from the previous activity.
- Play the video, twice if necessary.
- Establish correct answers, using targeted questioning for individual students' responses.
- Ask students to discuss the questions in pairs before feeding back to the rest of the class.

Task 3 – Reading: The Animal Welfare Act (2006) (20 minutes)

- Put students into small (mixed ability) groups and ask them to work together to write down five needs that all pets have.
- Monitor, giving support as required, before asking the most confident student in each group to feed back to the rest of the class.
- Stick the key features of the Animal Welfare Act (2006) (**Resource A**) around the room or in the corridor and tell students they must read and copy the information down from each part onto their worksheet.
- Give a time limit of five minutes (or slightly more, depending on the ability of the students present) to keep things snappy. You could visit <http://www.classtools.net/education-games-php/timer> for an online timer, which is accompanied by music.
- Ask students to compare the information to their previous ideas.
- Monitor, making a note of individual and common errors before you elicit group feedback.

(Punishments for not meeting the needs of your pet can include being banned from owning animals, fines up to £20,000, and prison sentences. If anyone suspects cruelty to animals, they should call the RSPCA on **03001234999** (for further information visit the following website:

<https://www.gov.uk/caring-for-pets>). You can find an information booklet about the Act here: <http://www.defra.gov.uk/publications/2011/03/29/pb12460-animal-welfare-act/>

Task 4 – Vocabulary task (15 minutes)

- Put students in pairs and ask them to look at Task 4.
- Explain that they are going to focus on some words from the Animal Welfare Act.
- Tell students to read the definitions and find the words in the Act.
- Elicit correct answers from individual students and drill (individually and chorally) for accurate pronunciation.
- Tell students to talk about the discussion questions in small groups before eliciting group feedback.

Cooler – Board game

- Put students into groups of 3 or 4. Give each group one set of scenario cards (**Resource B**), one board game (**Resource C**), a coin and some counters.
- Read the rules of the game aloud and demonstrate with a volunteer. You can find the rules at the end of this lesson plan.

Extension / Homework

Tell students to think about an animal they would like to keep as a pet and encourage them to use the internet to carry out research about the animal of their choice. Ask students to tell the rest of the class what they found out – perhaps they could produce a poster as a visual aid for their presentation.

Answers**Warmer**

cat, dog, gerbil, hamster, guinea pig, chinchilla, rabbit, canary, parrot, snake, tortoise, lizard, tropical fish

Task 2 – Listening

1. False
2. True
3. True
4. False
5. False
6. True
7. False
8. False
9. True
10. False
11. True

Task 3 - Vocabulary (definitions)

1. to be housed with
2. applicable
3. environment
4. injury
5. to exhibit
6. to be protected
7. behaviour patterns
8. suffering
9. suitable

1. Rules for the Cooler game:

- Choose a person from your group to go first. The winner is the first person to reach the finish square. To decide how many spaces you can move you must flip the coin –
heads = 1 space; tails = 2 spaces.
- Put the scenario cards facing down on the paw print in the middle of the board.
- Move around the board, and follow the instructions on the square you land on.
- If you land on a paw print, you must take a card from the pile and give it to someone else in the group.
- That person must read the scenario to you and you have to give your opinion about what the person in that situation should do. Discuss your opinion with the other people in the group.
- If the other players are satisfied with your answer (there is a suggested answer on each card) you can stay on that square. If not you must move back to your last space.