

**Objective:** to activate students' background knowledge



# Animals

*Animals are such agreeable friends – they ask no questions, they pass no criticisms."*

George Eliot

## Warming-up

1. *Work individually. Compare the photographs and say what topic both photos are connected to? How are these pictures similar? How are these pictures different? What are the places of animal's living?*



### Useful expressions:

*Well, they are clearly both connected to the topic of ...  
In the first one, there is (are) ... I guess it (they) could be ...  
In contrast, the second picture is of ...*

## Essential vocabulary

<u>Nouns</u>	<u>Verbs</u>	<u>Adjectives</u>	<u>Phrasal verbs</u>
hunting (n)	to combat (v)	disastrous (adj)	to pig out
predator (n)	to adapt (v)	domestic (adj)	to horse around
scent (n)	decline (v)	wild (adj)	to duck out
<b><u>Phrases related to inventions</u></b>			
Flora (plants) and fauna (animals)			
A bird in the hand is worth two in the bush			
It's a dog's life			

**2. Make up sentences of your own with words and word-combinations from essential vocabulary.**

### Reading

**3. Read the text and do tasks after it.**

#### Six Wise and Funny Lessons on Aging – From Animals

Aging gracefully can present challenges. Just for fun, we pulled these six examples of animal inspiration.



*1. Tortoises – Take life slow and enjoy the ride.* Tortoises are one of the most ancient creatures on the planet, living up to age 150. With an average speed of 17 mph, they're not winning the sprints, but they are highly effective at

burrowing and have evolved to survive the harsh conditions of the desert. They endure. Tortoises may not be the cutest animals around, but they teach an important life lesson: Slow and steady wins the race.



*2. Elephants – Share your memories.* Elephants' brains, which are the largest among land mammals at about 10.5 pounds, are complex. They have the ability to grieve and elephants have been observed performing burial-like ceremonies. Elephants also have excellent problem solving skills; the example of Asian elephant named Bandula unhooking the shackles on her feet and then freeing other captive elephants shows a keen intelligence. Scientists have found that older elephants are better at making crucial decisions, such as searching for food and protecting the herd from predators, because of their remarkable memory. We humans can look to elephants for inspiration to share our lifetime of experiences and use our hard-earned knowledge as leaders.



3. *Dolphins – Stay true to your friends and family.* Dolphins are extremely social and form tight-knit groups, called pods, which range from five to hundreds of members. These aquatic animals are so loyal that they have

been observed staying with sick or injured pod members. Dolphins can be friendly to humans, and there are numerous news stories of dolphins rescuing people from drowning and from sharks. Their sense of community and altruism exemplifies how we should approach relationships, which play a critical role as we age. Older adults tend to lose social connections after they retire or as their adult children move out of the house or start their own family, so it's vital to maintain close ties with friends and family – our pods.

4. *Zebras – Celebrate your uniqueness.* Each zebra has its own stripe pattern – no two are alike. Researchers think that zebras' stripes help them hide in the grass, making it difficult for their predators to pick out one individual animal to attack. Another theory is that the stripes ward off pesky insects. Their unique colors set these mammals apart from all other animals, but their hides also save them. The human lesson is to be grateful for the skin you're in.



5. *Rabbits – Adopt a healthy lifestyle.* Rabbits have a healthy lifestyle. These little vegans eat mainly green leafy foods. Plus, they are active and agile. Their physically fit and flexible bodies allow them to do the “happy bunny dance.” This move is when rabbits jump into the air and twist their head and body in opposite directions. If we humans ate more vegetables and hopped (or even walked) around all day, maybe with practice we could do the “happy bunny dance”, too.

6. *Monkeys – Keep having fun.*

Monkeys groom each other on a daily basis for two reasons: hygiene and social interaction. This grooming goes beyond the “you scratch my back, I’ll scratch yours” mentality because of the social bonding that is created from this activity. Monkeys can make



most anything fun – even caregiving. These mischievous, curious primates teach us the importance of social bonds, and also to remember to have fun.

**4. Read the text again. Are these sentences true (T) or false (F) or is the information not mentioned (NM) in the text?**

- 1) Tortoises don’t live very long.
- 2) The elephant Bandula managed to unlock her own shackles and other elephant’s also.
- 3) Zebras’ stripes are all exactly the same.
- 4) Rabbits do not eat meat
- 5) Dolphins live together in groups called pods.

**5. Answer the questions after the text.**

- 1) What is the lesson we can learn from tortoises?
- 2) What is one way you can “share your memories” from the Elephant’s lesson?
- 3) What is the “happy bunny dance”?
- 4) Which is your favorite lesson from the 6 animals and why?

**6. Complete the chart as shown.**

Noun	Verb	Adjective
danger		
	to hunt	
	to cause	
impact		
measures		

### Writing

**7. Write an essay discussing the issue concerning the fact that around the world many wildlife species are in danger of extinction (pollution, hunting). How can we protect endangered animals? You should explain, giving reasons in support of your answer. Write 220-260 words in appropriate style. (<http://examwriting.blogspot.com/2015/09/how-can-we-protect-endangered-animals.html>).**

### Speaking

**8. Think about your answers to these questions.**

- 1) Why do you think people should protect wildlife? Why not?
- 2) What impact do you think human actions have caused on wild life?
- 3) Why are animals important to us?
- 4) Can you list a few items that are made from animals?
- 5) What measures could we take to protect wildlife?

**9. Describe an animal that is important in your country. You**





**should say:**

- where you can find it
- what it looks like
- what recent news there has been about it

and explain why this animal is important.







**10. Work in a group. Take part in the role play "Pet Wanted". The following people are looking for a pet. Recommend something to each of them. Don't forget to give reasons for your choices.**

	<p>Jane is an elderly lady living alone in a small flat in the suburban area. She feels lonely as her children live far from her and would like to have a small pet which requires little care. She has difficulty walking.</p>		<p>Anna is an 8-year-old school girl. She'd like to have cute and fluffy pet but she's allergic to cats and she's afraid of dogs. Her parents want to find something which she can look after on her own.</p>
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	<p>Laura and Adam are university students. They are roommates. They spend little time at home; still they'd like to have a pet. They want something which needs little care or attention. They don't want a "traditional pet", they want something exotic.</p>		<p>The Jonhsons would like to have a pet. There are two children in the family (they are 9 and 13 years old), and the parents want the children to learn some responsibility, so they'd have to look after the new pet on their own. They live in a house with a big garden.</p>
	<p>Andrew is a 10-year-old boy. He wants to have a pet but his parents are not so keen on the idea. They rent a small flat in the city centre. Andrew wants to have a pet he can play with or can teach some tricks to. It can't be a cat or a dog, the landlady wouldn't allow anything furry.</p>		<p>Kim and Josh, a young couple with no children, live in a nice studio apartment in the city centre. They'd like to have a pet but they'd have little time to look after it. They want something else than a cat or a dog but Kim is afraid of insects or reptiles.</p>

*Home project*

**11. Make ppt presentation about wild animals.**

<p style="text-align: center;"><b>Polar Bears</b></p> 	<p style="text-align: center;"><b>Lions</b></p> 	<p style="text-align: center;"><b>Monkeys</b></p> 
<p style="text-align: center;"><b>Elephants</b></p> 	<p style="text-align: center;"><b>Dolphins</b></p> 	<p style="text-align: center;"><b>Penquins</b></p> 

# Lesson 9.3 ANIMALS

1 Write the names of the animals in the correct places.

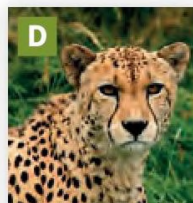
- 1 bear
- 2 butterfly
- 3 camel
- 4 chimpanzee
- 5 cow
- 6 crocodile
- 7 dolphin
- 8 eagle
- 9 elephant
- 10 fly
- 11 gorilla
- 12 leopard
- 13 lion
- 14 monkey
- 15 ostrich
- 16 penguin
- 17 pigeon
- 18 snake
- 19 spider
- 20 tiger
- 21 whale

2 Work in pairs. Discuss. Which do you think are dangerous/beautiful/intelligent?

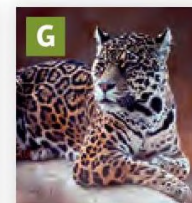
## WATER CREATURES



*shark*



*cheetah*



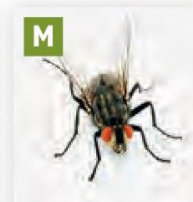
## REPTILES



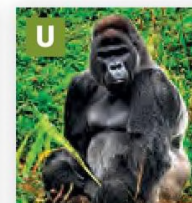
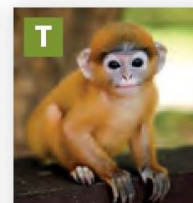
*tortoise*



*mosquito*



## BIRDS

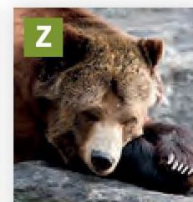
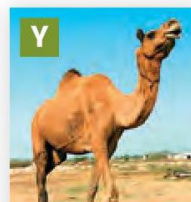


## PRIMATES

## MAMMALS



*sloth*

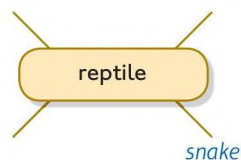
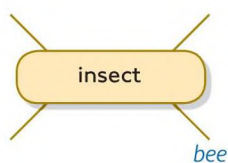
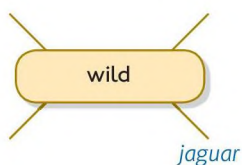


- F** making guesses
- P** silent letters
- V** animals

## VOCABULARY

### ANIMALS

**1 A** Work in pairs. Look at the word webs. How many animals can you add to each category?



**B** Work in pairs and take turns. Student A: say a letter. Student B: say an animal that begins with it.

▷ page 159 **PHOTOBANK**

### speakOUT TIP

Get a study buddy. *Buddy* = 'friend' in US English. Review vocabulary and take turns to test each other.

## LISTENING

**2** Discuss the questions below with other students.

- 1 What can humans do better than animals?
- 2 What can animals do better than humans?

**3 A** Work in pairs and do the quiz.

**B** Compare your answers with other students.

**4 A** **9.7** Listen to two people discussing the questions in the quiz. As you listen, make a note of the correct answers.

**B** Listen again to check.

## QUIZ: Man & Animals

WHY...

- 1** do we use rats after an earthquake?
- 2** do some prisons use abandoned dogs?
- 3** does the army use dolphins?
- 4** did airport security plan to use gerbils in the 1970s?
- 5** do we use seals for research in the ocean?



## FUNCTION

### MAKING GUESSES

**5 A** Read the sentences from the recording. Complete the table with the phrases in bold.

- 1 **It could be** as prison guards.
- 2 **It might be** because they can live in very cold temperatures.
- 3 **It can't be** that, because they'd be trained dogs.
- 4 **Maybe** they use the dogs to guard the prisoners.
- 5 **Perhaps** they can smell drugs.
- 6 **It's definitely not** to attack people.

It's possible	It's not possible
_____	_____
_____	_____
_____	_____
_____	_____

**B** Which 'silent letters' are not pronounced in *could* and *might*?

**C** **9.8 SILENT LETTERS** Listen and repeat.

**D** Now say the phrases below quickly.

- 1 It could ... It could be ... It could be today.
- 2 It might ... It might be ... It might be the best.
- 3 It can't ... It can't be ... It can't be you!

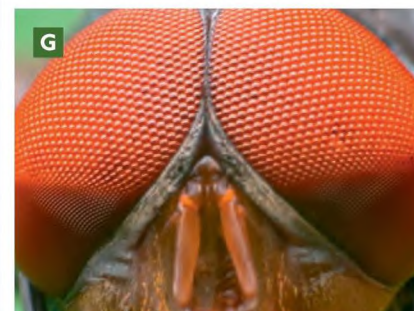
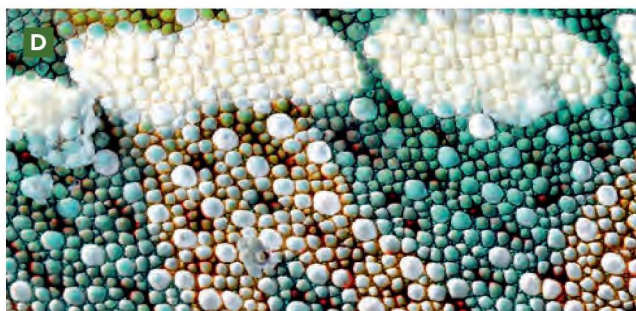
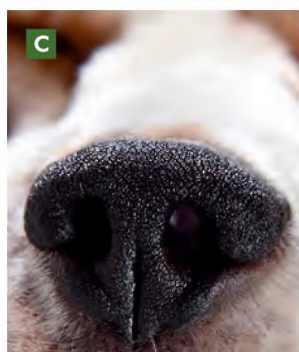
▷ page 144 **LANGUAGEBANK**



### 6 A Underline the correct alternative.

- What's the world's biggest fish?  
It *could be/can't be* a whale because whales aren't fish.
- What's the world's fastest bird?  
It *is definitely not/might be* a penguin. They can't fly.
- What is the largest bird?  
It *can't be/Maybe it's* an ostrich because they are often taller than humans.
- What's the longest land animal?  
*Perhaps it's/It can't be* a crocodile because some snakes are much longer.
- What's the world's fastest land animal?  
*Maybe it's/It can't be* a cheetah because they can run at 100 km/h.
- Which animal causes the most deaths?  
It *could be/It's definitely not* a shark because they only kill a few people every year.
- Which animal has the largest brain?  
It *can't be/Perhaps it's* a whale because they are very large and intelligent.
- Which animal lives the longest?  
It *can't be/might be* a tortoise because they can live to 150 years old.

**B** Work in pairs. Do you know the answers to questions 1–8? Check on page 164.



## LEARN TO

### GIVE YOURSELF TIME TO THINK

**7** Look at the extracts from audio script 9.7. The phrases in bold give the speaker time to think. Complete the phrases by adding a word in each space.

- Why do we use rats after an earthquake? **I'm not** \_\_\_\_\_.
- Why do some prisons use abandoned dogs? **Let me** \_\_\_\_\_.
- It's definitely not to attack people because dolphins are kind of nice. **It's hard to** \_\_\_\_\_.
- Why do we use seals for research in the ocean? \_\_\_\_\_ **a good question.**

**8 A** Find and correct the mistakes in each conversation.

- A:** The world's fastest animal? Er, let me to think.  
**B:** Well, I'm not much sure, but I think it's the cheetah.
- A:** The animal that lives the longest? Um, that's good question.  
**B:** It's hard say, but it could be the tortoise.

**B** Work in pairs and practise the conversations.

## SPEAKING

**9 A** Look at photos A–G below. Which animal/animal parts are shown? Why do you think the parts are special?

**A:** *What do you think A is?*

**B:** *I don't know. It could be ...*

**B** Compare your ideas with other students. Check your answers on page 164.

Resources:

Ковальчук І. С. “Англійська мова” для студентів 2-го року навчання.

“English” for Second Year Students : навч.-метод. посіб. / І. С. Ковальчук, О.  
Б. Сивак.

Speak Out / Pre-Intermediate