

Endangered animals

Part A

Objectives

By the end of this part of the unit you will be able to:

- name and classify various animals
- match animal words and pictures
- listen and complete a chart about animals
- talk with your partner about your favourite animal
- use the past continuous tense
- revise the present perfect tense
- use *a*, *an* and *the* correctly
- use some animal expressions to compare things and people
- read about endangered animals
- use conjunctions to express cause and effect
- discuss some endangered animals in Ethiopia
- write a description of an animal.

A11.1 Introduction: Animal families

All animals belong to families. These are some of the most important animal families:
Mammals Birds Reptiles Insects Fish

1 Name these animals and decide which animal family they belong to.



2 What do you know about reptiles, such as the snake in question 1? Try to answer these questions about them.

- 1 Do they give birth to live young (babies) or do they lay eggs?
- 2 What is special about their skin? Is it smooth?
- 3 If you touch a reptile, is it warm or cold?
- 4 Do they eat plants or animals?

3 What do you know about crocodiles? Think about these questions.

- 1 How big are they?
- 2 Where do they live?
- 3 What do they eat?

A11.2 Increase your word power: Animal words

Match these words to the pictures. Write the answers in your exercise book like this: 1 = k.

- a claws
- b beak
- c tail
- d fins
- e wings
- f trunk
- g jaws
- h scales
- i fur
- j hooves
- k feathers
- l webbed feet
- m antenna



A11.3 Listening: Which animal is being described?

1 Copy the following chart into your exercise book, then listen to your teacher and complete the chart as much as you can. Note that not all of the columns will be relevant for each animal.

| Animal | Size | Number of legs | Skin covering | What it eats |
|--------|------|----------------|---------------|--------------|
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2 Work with your partner. Describe another animal, saying what it looks like without saying its name. Your partner must guess what the animal is.

Example:

This animal looks like a leopard. It has four legs, but its fur has stripes instead of spots.

A11.4 Speaking: Talking about animals

1 Work with a partner. Talk about your favourite animal. Mention:

- what kind of animal it is
- what it looks like
- why you like it
- if you have ever seen one.



2 Talk about a time in the past when you met an interesting animal. It could be an animal in your house or compound, or an animal in the wild. Talk about:

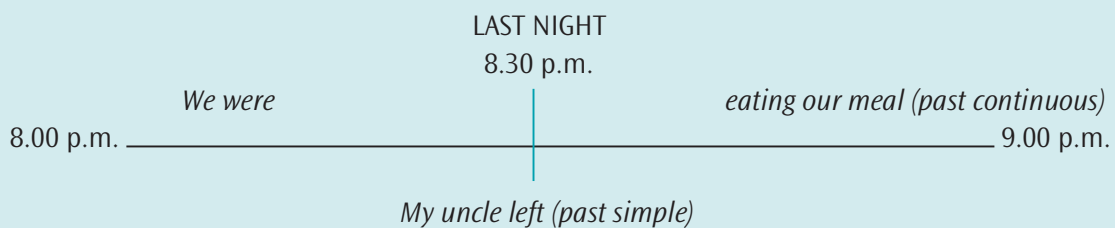
- when it happened
- what kind of animal it was
- what the animal looked like
- what the animal was doing
- what happened
- how you felt about it
- how you feel now when you see this kind of animal.



A11.5 Language focus: Past events

Look at this sentence:

We were eating our meal last night when uncle left.

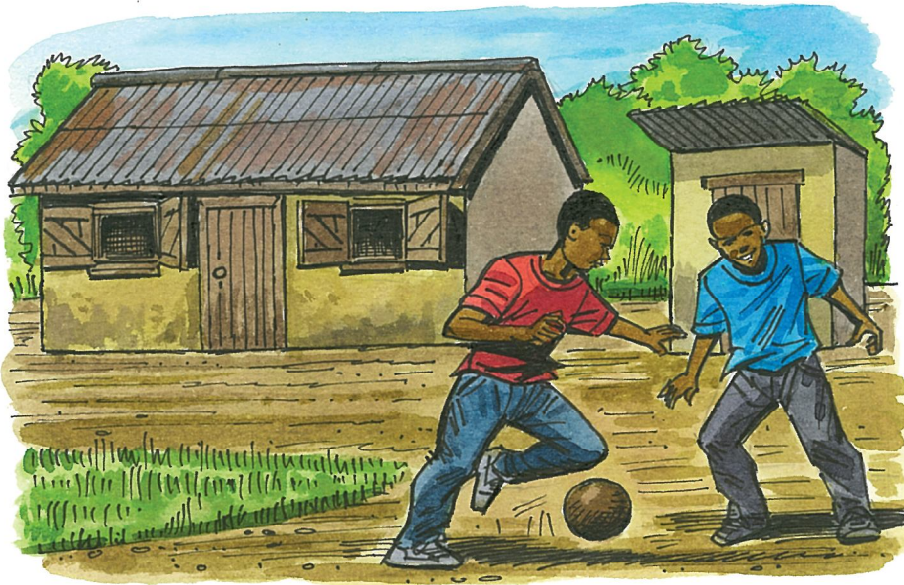


We use the *past continuous* tense when two actions continued for some time together.

Example:

While the deer were grazing, a leopard saw them.

- 1** Describe what was happening in the house while the children were playing outside. Use the past continuous tense.



- 2** Look at the pictures and work in pairs to make correct sentences.

Example:

Grandfather/sleeping on a sofa.

Grandfather was sleeping on a sofa while the children were playing outside.

Inside the house:

- 1** Uncle Abel / watching the television



- 2** Mother / reading the newspaper



- 3** Father / writing a letter



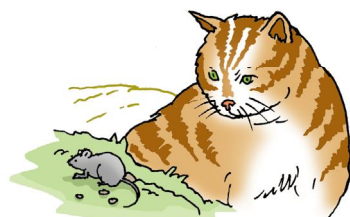
- 4** Grandmother / playing with the baby



- 5** dog / chewing a bone



- 6** cat / watching a mouse



3 Now copy and complete this short story in the same way.

I _____ (walk) home from school when I _____ (see) an accident. A man _____ (cycle) along the road when a car _____ (come out) from a side road. The car _____ (hit) the cyclist and the man _____ (fall off) his bicycle onto the road. Some people _____ (go) to help him. Everyone _____ (talk) excitedly when a policeman _____ (arrive). He _____ (ask) the crowd what had happened. A woman _____ (start) to explain. As she _____ (talk), the car suddenly _____ (drive) off so fast that no one could stop it.

A11.6 Language focus: Revising the present perfect tense

- We use the *present perfect tense* to talk about an action that took place in the past, but we don't know exactly when, for example:
The elephant has become extinct. (We don't know exactly when).
- Remember in the present perfect tense, we use *has* for one person or thing, and *have* for more than one, and change the form of the verb.

Change these sentences into the present perfect tense.

Example:

This is leading to a decrease in the number of elephants.

This has led to a decrease in the number of elephants.

- 1 My father is working in his office.
- 2 The people of Axum are building a new secondary school.
- 3 Weizero Eden is going to the court house.
- 4 The soldiers are repairing the bridge over the river.
- 5 Abeba and her father are going to Aksum.
- 6 The people are meeting at the king's palace.
- 7 Ato and Weizero Bontu are working in their vegetable garden.
- 8 Kasech is meeting her friend in town.
- 9 Ayana is singing in the choir.
- 10 I am going to Addis Ababa.

2 Now change your sentences into questions, and answer in the negative

Example:

Have they been to see Grandma? Yes, they have.

Has the teacher marked the books? No, he / she hasn't.

A11.7 Language focus: Using *a*, *an* and *the*

Look at these rules for using *a*, *an* and *the*

- 1 We use *a* / *an* with singular countable nouns, i.e. things we can count, e.g. dogs, cats.
- 2 We use *an* before a word that begins with a vowel, e.g. an elephant.
- 3 We use *the* when it is clear which thing we are talking about, e.g. the students (in the class).
- 4 We use *the* when there is only one of something, e.g. the Sun, the Moon
- 5 We don't use *the* with proper names such as the names of people, countries and cities, e.g. Africa, Aksum.

1 Now match the rules with these sentences.

- a** Yesterday I read a book. The book was about a girl.
- b** Addis Ababa is the capital of Ethiopia.
- c** Nairobi is a city in Kenya.
- d** I like music.
- e** Would you like an orange?

2 Write the following paragraph in your exercise book. Put *a, an* and *the* in the gaps.

Last Saturday I was in _____ big shop in Addis Ababa with one of my brothers. We were talking to _____ assistant when _____ woman came into _____ shop. She was crying. She told us that _____ man had stolen her purse. We ran into _____ street. It was full of people and traffic. It was impossible to know where _____ man had gone. Just then _____ policeman came into _____ shop. He had _____ purse in his hand. When _____ woman saw him, she was very pleased. _____ policeman said that _____ man who had stolen it was _____ thief whom they had been trying to catch for a long time. Now he was at _____ police station.

3 Look at the list of animals in the box. Write three sentences for each animal using *a, an, the*.

elephant lion vulture deer eagle wolf gorilla

Example:

A crocodile lives in rivers and on land.

Crocodiles live in rivers and on land.

The crocodile is a very dangerous animal.

4 Which of the following nouns are countable and which are uncountable?

- lion
- goat
- wolf
- fur
- deer
- sheep
- water
- money

5 Now use the countable nouns in sentences.**A11.8 Increase your word power: Animal expressions****1 The expression *as dead as a dodo* means that there is no hope of life in something. Match up these animals with the adjectives to make similar expressions.**

- | | |
|-------------------|-------------------|
| 1 mule | a cunning |
| 2 ox | b busy |
| 3 fox | c blind |
| 4 mouse | d stubborn |
| 5 tortoise | e timid |
| 6 bee | f slow |
| 7 bat | g strong |

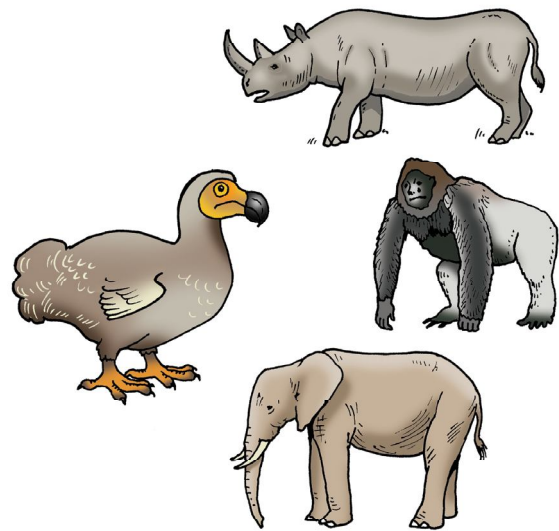
2 Arrange these words in alphabetical order, then look up their meanings in a dictionary.

prey settler ivory domestic extinct skeleton tusk horn



A11.9 Reading: The world in danger

300 years ago, a bird called the dodo lived on the island of Mauritius in the Indian Ocean. It had a round body, short legs, a large head and a very large beak with a hook at the end. At that time there were lots of dodos on the island. Ships went to Mauritius and when the sailors went ashore, they hunted the dodos for fresh meat to eat. The dodos could not fly, so they were easy prey for the hunters. Later on, settlers arrived on the island with their domestic animals. Their pigs destroyed many of the eggs and ate the young dodos. After many years there were no dodos left on the island, and the bird became extinct. All that remains of the dodo today are some skeletons in museums, plus one head and two feet.



Today, elephants are in the same position that dodos were 300 years ago. People are killing so many elephants that soon there will be none left. Men kill elephants because they want the ivory from their tusks to make ornaments and jewellery. People who buy ivory pay the hunters to kill the elephants. When a mother elephant is killed, her newly born babies die too, because there is no one to look after them.

Rhinos are also in danger of extinction because some people in Asia believe their horns have magical powers. In the past there were dozens of different kinds of rhinos in the world. Today, although only five kinds survive, they are still hunted and killed for their horns. If we do not stop people killing elephants and rhinos, they may both die out, just like the dodo.

Some animals become extinct because men hunt them. Others die out because people destroy their food. A lot of animals live in forests, but all over the world people are cutting down and burning the forests. Every minute of the day 40 hectares of trees are destroyed in the world.

We must stop killing huge numbers of animals. The pictures show some of the animals which may die out if we do not stop killing so many of them. We must look after our forests. If we do not, more animals in the world will die out, including humans. Just like the dodo.

Answer the questions about the text

- 1 Where did the dodo live?
- 2 Why did sailors kill the dodos?
- 3 How did pigs help destroy the dodo?
- 4 Why will there never be another dodo?
- 5 In what way is the elephant like the dodo?
- 6 Do people kill elephants to make useful things?
- 7 Do you think that people should buy things which are made of ivory?
- 8 What will happen if we do not look after the animals and the forests?

A11.10 Language focus: Cause and effect

Conjunctions are words that link the different parts of a sentence to express cause and effect. The most important conjunctions are: *because, as, since,* and *so*.

Because, as, and *since* introduce a *cause*; *so* introduces an *effect*. They are used to join two complete sentences (or independent clauses) together. They are often used like this:

| First sentence | Conjunction | Second sentence |
|------------------|-------------|-------------------|
| I stayed at home | because | it was raining. |
| It was raining, | so | I stayed at home. |

You can also reverse the order of the sentences with *because, as,* and *since*, for example:

Because it was raining, I stayed at home.

Note that this is *not* possible with *so*.

1 Join the following sentences with *because, as, since* or *so*. Write them in your exercise book.

- 1** Many species of wildlife are being destroyed. The rainforests are being destroyed.
- 2** People are destroying the habitats of animals. The animals are running away.
- 3** Pigs ate all the dodo's eggs. The dodos became extinct.
- 4** Many forests are being cut down. Animals no longer have food and shelter.

**A11.11 Speaking:** Endangered animals**1** Look at the pictures of these animals. They are all found in Ethiopia and are endangered. Work in groups to make sentences about where they live, what they eat and what they look like.

- 2** Discuss in your group why you think each animal is endangered and what the effect might be. You should agree or disagree with the points raised and give your reasons.

Use the following phrases to express your opinions:

- *In my opinion ...*
- *I think ...*
- *I believe ...*
- *I suggest ...*
- *It would be a good idea to ...*
- *We should / ought to ...*

Use the following expressions to give the counter arguments:

- *Yes, but don't forget ...*
- *That would be great, except ...*
- *That's a good idea, but ...*
- *Even if that is so ...*
- *That may be so, but ...*
- *Possibly, but ...*

- 3** Finally, discuss with your group any suggestions or recommendations on how the problem should be resolved. Share your conclusions with the class.

- 4** Using the expressions above, work in pairs to discuss a future plan which causes some argument.

Example:

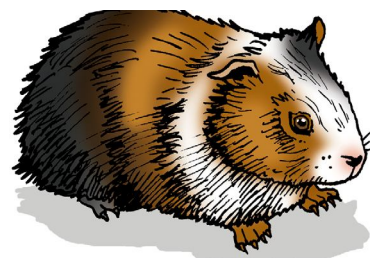
- *You are going to have a party.*
- *Student A has a plan for the party.*
- *Student B has an objection or reservation: the neighbours might object.*
- *Student A uses a counterargument: invite the neighbours.*



A11.12 Writing: A description of an animal

- 1** Look at this description of a guinea pig by a student called Onyango. Read it silently and decide where in the paragraph there is some information about:

- movement and feet
- general features
- its head.



Description of a guinea pig

The guinea pig I observed is a female and it has white fur. It only about six months old and weighs about half a kilo. When it is still, it is about 20 centimetres in length but its body gets longer when it moves. The ears of the guinea pig are black and are not covered with fur. Its eyes are pink. In its mouth it has four long front teeth: two on the upper jaw and two on the lower jaw. Its back feet are about 4 centimetres in length and have three toes. Its front feet are only 2 centimetres long, but have four toes. Each toe has a long claw. It usually moves quite slowly, but it moves fast if it is afraid of something. It spends most of its time eating green leaves and resting.

2 Write a paragraph to describe an endangered animal, for example a Walia ibex or the Ethiopian wolf. Follow these steps:

- Read the information about writing a paragraph in Unit 9 **B9.8** again.
- Work with a partner to decide on the animal, then decide on the main topic sentence and what supporting ideas you want to include. Check your facts in an encyclopaedia or on the Internet.
- Make some notes about the animal, then sort them into a logical sequence.
- When you are ready, write your paragraph and draw a picture of your animal.

Part B

Objectives

By the end of this part of the unit you will be able to:

- listen to a story about how the elephant got its trunk
- use expressions of quantity
- read an animal fable
- write about an endangered animal
- use the correct stress in sentences
- take part in a group discussion
- read and act a poem
- revise past tense verb forms
- revise verb contractions
- evaluate your speaking and writing skills
- do a word puzzle.



B11.1 Listening: How the elephant got its trunk

1 Your teacher will read you a short story. Listen and make notes of the main events. Discuss your ideas with the class and list them on the board.

2 Work with a partner to re-tell the main events of the story to each other.

3 Your teacher will select different students to re-tell the story to the class.

B11.2 Language focus: Quantities

Some and any

- We use *some* in positive sentences: *I've got some money.*
- We can use *some* in polite questions when we are offering or asking for something: *Would you like some water? Can I have some tomatoes, please?*
- We use *any* in negative sentences: *I haven't got any paper.*
- We also use *any* in questions to find out if something is or isn't available: *Have you caught any fish today?*

1 Put some or any into these sentences. Write them in your exercise book.

- 1 I must buy _____ fruit.
- 2 We don't need _____ vegetables today.
- 3 Please can I have _____ flour?
- 4 Have you got _____ nice bread?
- 5 Do you know if there are _____ sweet potatoes in the market today?
- 6 There isn't _____ oil so we must go and buy _____.

Other quantity expressions

- We can describe an amount or quantity of something exactly, for example:
I'd like two kilos of tomatoes. I don't want any rice. I'd like three mangoes.
- We can also describe an amount or quantity with expressions like *a little, a few* instead of using an exact measurement, for example:
I'd like some tomatoes. I'd like a little rice. (uncountable) I'd like a few oranges. (countable)
Some of these quantifiers can only be used with countable nouns, like *tomato* and *tomatoes*, some can only be used with uncountable nouns, like *rice*, and some can be used with both.

2 Copy the table into your exercise book. Put the words and expressions in the box into one or both columns.

no / some / a few / one / both / a lot of / most / not many / not much / plenty of / any all

| Countable nouns e.g. bananas | Uncountable nouns e.g. water |
|------------------------------|------------------------------|
| no a few | no |

3 Complete the sentences with expressions of quantity.

- 1 Have you seen _____ elephants?
- 2 We've got _____ birds, but only _____ ibex in Ethiopia.
- 3 There's only _____ water left. We must buy _____ more.
- 4 We haven't got _____ tigers.
- 5 Can I have _____ food for the wolves, please?
- 6 There's _____ grass in the park because of the drought.
- 7 _____ lions and tigers belong to the cat family.
- 8 _____ of the crocodiles are lying on the river bank.
- 9 There aren't _____ babies on the river bank, only _____ younger crocodiles.
- 10 There are _____ wild animals in the Ethiopian game parks.



B11.3 Reading: How Lion and Warthog became enemies

1 This is an animal fable which explains why lions and warthogs don't like each other. Read the story and answer the questions below. Write the answers in your exercise book.

In the heat of the midday sun, as Warthog led his young back from wallowing in the mud at the waterhole, he came across Lion who was whimpering loudly. Fearful of Lion, Warthog was going to turn and go the other way, but Lion's crying made him curious.

He approached Lion from a distance ready to defend his young. Then he noticed that Lion's foot was caught in a trap. The more he had tried to free his tawny body, the more Lion had become trapped. The strong beast now lay exhausted on the dry grass, flicking his long tail.

"I have been lying here for days and I have not eaten," protested Lion. "Please save me, Warthog."

Warthog and his young stood still as they looked at suffering Lion.

"My body is growing weaker and weaker and I'll die soon," pleaded Lion. Then Warthog had pity on Lion who was weakened by hunger and suffering and he freed him from the trap.

As Warthog trotted away in search of berries, with his tail held up as straight as a tree, Lion watched his muddy youngsters trailing behind him. The sight of the little warthogs running through the long grass made him extremely hungry.

"You have so many warthogs in your litter!" said Lion, suddenly feeling stronger. "Please let me have one."

Warthog replied in disgust, "I have just saved your life and now you want to eat one of my young!"

When Lion began following them, the mother of the litter became anxious and said to Warthog, "Lion is a strong, powerful animal. We shall have to do what he wishes."

Warthog turned to face Lion and said, "When we reach our destination you may have one of my young, but first, let's have a look at that trap."

Lion began to show Warthog how the trap worked. "How did it trap you?" asked Warthog, curious.

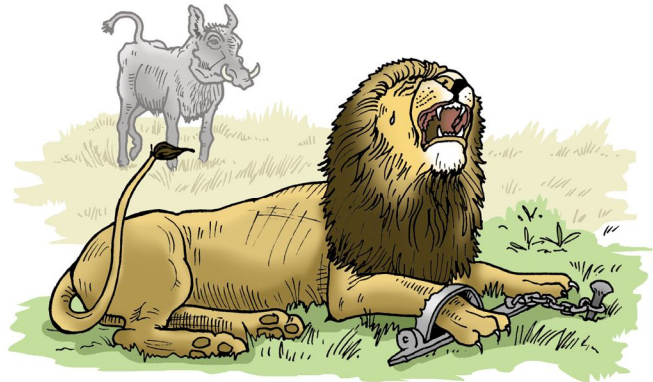
Lion held one end of a long thick stick and asked Warthog to take hold of the other and hold it down. "But how was your foot caught?" asked Warthog.

As Lion put his foot in the trap to show how he had been trapped when out hunting alone, Warthog took the stick away and Lion was caught once again.

When the warthogs trotted away, Lion pleaded with them to free him. "You cannot be trusted, Lion," said Warthog from a long distance away. "Free yourself. We set you free and in return you wanted to eat one of my young."

And so Lion stayed helpless in the trap for days and nights until his once powerful body grew weak and limp and he died.

To this day, Lion and Warthog are enemies. And if Lion happens to meet Warthog, he will not hesitate to eat him.



- 1 What was Lion doing when he was caught in the trap?
- 2 How long had he been trapped when Warthog saved him?
- 3 Why didn't Warthog run away as soon as he saw Lion?
- 4 Why did Warthog decide to help Lion?
- 5 What did Lion ask Warthog after he had been freed from the trap?
- 6 Why did Warthog agree to Lion's request?
- 7 How did Warthog prevent Lion from getting what he wanted?

2 In your group, discuss the following questions.

- 1 Do you think either of the animals behaved foolishly? Why?
- 2 Who is the winner and who is the loser in this story?
- 3 What do you think is the moral of the story?
 - a Never trust a big, powerful animal.
 - b Look after yourself, not other people.
 - c Don't bite the hand that feeds you.

3 Which of these adjectives describes the behaviour of:

- a** Warthog **b** Lion

| | | | | |
|--------|---------|-----------|-------------|-----------|
| greedy | selfish | unselfish | trusting | deceitful |
| clever | stupid | friendly | inquisitive | cowardly |

4 Find words in the story that mean the following:

- 1 a yellow-brown colour (adjective)
- 2 a group of baby animals born from the same mother at the same time (noun)
- 3 a strong feeling of dislike (noun)
- 4 to ask for something in an anxious way (verb)
- 5 not firm or strong (adjective)

5 Read the story again and list the key content words in the text, then re-tell the story.

6 Work in pairs to find and list the different tenses in the story and see how they are used.



B11.4 Writing: An endangered animal

- 1 Find out all the information you can about an endangered animal, for example, a gorilla, a rhino or an elephant. Use an encyclopaedia or the Internet to check your facts.
- 2 Pretend that you are that animal and write a story called *A day in the life of an animal*. Try to make the story interesting by using many adjectives and different tenses.



B11.5 Speaking: Group discussion

- 1 Copy these headings into your exercise book. Add expressions from the discussion above to the correct column. Add some more examples of your own to each list.

| Asking for an opinion | Giving an opinion | Agreeing | Disagreeing |
|-------------------------------|-------------------|----------|-------------|
| <i>What do you think ...?</i> | | | |

- 2 Which of these expressions are polite and which are not polite? Write P or NP next to each of the expressions.

3 Practise these expressions by having a short discussion with your partner about each of these subjects.

- 1 Girls are better students than boys.
- 2 Blue is the best colour.
- 3 Watching violent films makes people violent.

Example:

Student A: Ask B's opinion on the subject.

Student B: Agree or disagree with the sentence. Say why.

Student A: Agree or disagree with B. Say why.



B11.6 Reading: A poem: *Law of the Jungle*

1 Read and act the following poem in groups of three, each person taking the part of either the poet, the prisoner or the judge.

Man has decided
He'll defend wild animals
And care very little
About fellow human beings. *Crazy... Crazy!*

For killing the innocent monkey
In that protected game reserve
You get three years imprisonment
With hard labour. *Imagine... Imagine!*

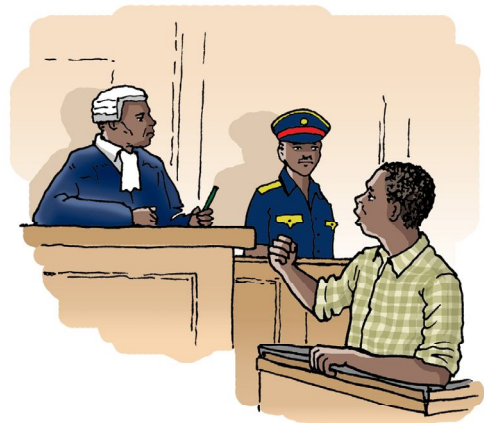
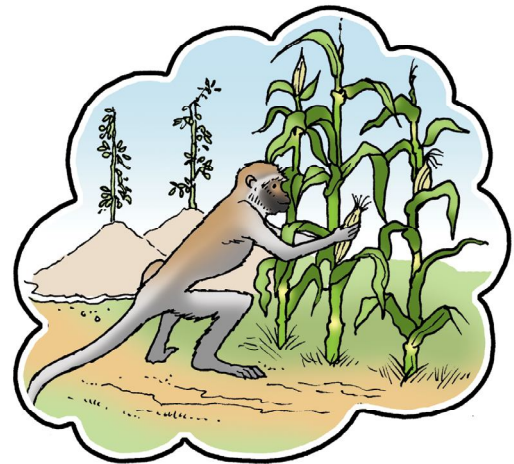
But the innocent monkey
Ate the crops in my small garden
It destroyed the little I had
To feed my wife and twelve children. *Right... Right!*

Why didn't you report
The monkey to the authorities?
Who gave you permission to kill
That innocent monkey? *What... What?*

And who gave that monkey
Permission to eat my maize?
Did you, my judge, did you? *True... True!*

For arguing with the judge
In this court of law
You get additional sentence,
Two plus three equals five
You'll rot in prison for five years. *Aaaah... Aaaah!*

Willie T. Zingani



2 Write the answers to the questions in your exercise book.

- 1 What has *Man* decided?
- 2 Why does the person speaking think this is crazy?
- 3 What is the sentence for killing a protected monkey?
- 4 What did the accused say the monkey had done?
- 5 How many children has the accused got?
- 6 Do you think the poet and the accused are the same person? Why?
- 7 Do you agree with the prisoner or the judge? Why?



B11.7 Writing: Revising verb forms

Complete the sentences with the correct form of the verb in brackets (*past simple, past continuous or present perfect*).

- 1 How many of the pens have you (give) your brother?
- 2 I (celebrate) my birthday last week.
- 3 The woman (wash) her baby already this morning.
- 4 Since you (arrive) here first, why didn't you knock at the door?
- 5 My aunt (feed) the baby in the room.
- 6 Last year the people (bring) a number of gifts to the chief.
- 7 This morning, Zebida (say) he (feel) very unhappy.
- 8 When I (get) there, the old man (demand) some money.
- 9 When she (see) me, she (think) I was you.
- 10 Are those the children who (play) behind the house?

B11.8 Study skills: Speaking participation

- 1 How many times did you take part in the Speaking activities in this unit? Look back at all the exercises, and mark in your exercise book your participation with a smiley face if you think you took part well in a discussion, or a sad face if you think you did not speak very much. Include in this survey not only the specific Speaking activities, but any times you answered questions or discussed an answer with your partner or in the group activities.
- 2 Keep a record of how much you speak in the next Unit and see if you can improve the number of times you take part in discussions and other speaking activities.

B11.9 Study skills: How well do you write?

- 1 Brainstorm in your group what skills you need to write well, and write the results in your exercise book. Now assess your own written answers in this unit, using smiley faces if you think you did well, or sad faces where you think you might need to improve your writing skills.
- 2 In your group, share writing strategies used by other members of the group and note them down. Then choose one of these strategies to work on to help you structure your own writing and improve it in future units.

B11.10 Fun with words: From one word to another

Copy the squares 1, 2 and 3 into your exercise book. Change the first word to the second word. You can only change one letter of the word at each step. Each time you change a letter, it must leave a known word. There are some clues to help you.

Example:

| | | |
|---|---|---|
| S | K | Y |
| S | A | Y |
| M | A | Y |
| M | A | D |

1

| | | |
|---|---|---|
| M | A | N |
| | | |
| | | |
| B | I | T |

- You can put this on the floor or sleep on it.
- A mouse with wings

2

| | | | |
|---|---|---|---|
| C | O | A | T |
| | | | |
| | | | |
| | | | |
| M | I | S | S |

- The price of something.
- The superlative of *more*.
- You can't see very far in this.

3

| | | | |
|---|---|---|---|
| H | A | N | D |
| | | | |
| | | | |
| | | | |
| S | E | E | |

B11.11 Language focus: Relative clauses

We use relative clauses to give additional information about something without starting another sentence. By combining sentences with a relative clause using relative pronouns such as *who*, *whom*, *which* or *that*, you can avoid repeating certain words.

Complete the following sentences with the relative pronoun who, whom, which or that.

- This is the bank _____ was robbed yesterday.
- A boy _____ sister is in my class was in the bank at the time.
- She told me _____ the man _____ robbed the bank had a gun.
- He wore a mask _____ covered his face and hair.
- The robber had come with a friend _____ waited in a car outside the bank.
- The customers _____ were in the bank were very frightened.
- One of the cashiers pressed an alarm _____ was connected to the police station.
- The robber in the bank grabbed the money _____ the cashier handed over to him.
- He ran towards the door _____ led outside into the street.
- He jumped into the car _____ was waiting outside the bank but he didn't know the police had already arrested his friend and were waiting for him!

Assessment**1 Speaking**

Your teacher will ask you to describe an endangered animal and state one cause of it being endangered; you will also be asked about the effect if this animal becomes extinct.

2 Writing

Your teacher will ask you various questions to help you write a paragraph about an animal or bird that you know. You will be expected to use topic sentences and supporting ideas.