Animals everywhere

Bloodsuckers

Thematic unit

Game: Exploring the animal world

- Memory game
- Science corner

Exploring the Animal World
GLOGSTER EDU
www.edu.glogster.com

Glogster EDU is an online digital platform to create multimedia posters which may include photos, text, videos, graphics, audio, data attachments, special effects and drawings. This Web 2.0 application is ideal to create and share digital classroom projects.

Step 1: To get free access to this app, you must sign up with Google. Write your e-mail address and password. You will get a trial license for 30 days and your educator code.

Step 2: Click on 'Create your first glog' and choose among the different templates (vertical, horizontal, assignment, history, timely, etc.).

Step 3: Explore the different tools, Glogster has many, and start working on your project. The point-and-click feature in this app facilitates content integration to users.

Step 4: Save your glog.

Step 5: Share your digital poster in the classroom Glogster site, in your blog, Facebook group or any virtual environment you have designed.

Hope you and your pupils enjoy this app!

Natalia More
Dear colleagues,

This month, animals take over The Teacher’s Magazine with games and lesson plans for all ages and levels.

There is a puzzle for young learners, a memory game for adolescents and a trip to find some of the most unusual and weirdest animals on Earth for all ages.

As for lesson plans, we present a project on Animals, a thematic unit for blood-suckers and ideas for a science corner with insects.

There is also an article on Multisensory Learning and a lesson plan to work on this.

We hope you enjoy this issue and make the most of it.

The Teacher’s Magazine team
We tend to consider mind and body as separate entities; the mind as the field of thought and the body as the field of action. However, our motor and sensory systems are vital parts of our brains and cognitive systems since we experience the world and gain information through them. In fact, it is proved that the more senses are involved in an experience, the more memorable the experience will be.

Traditional classrooms, both language and regular ones, are based on a lot of abstraction: giving a text, reading the text, answering questions about the text, etc. However, researchers have found that as abstraction increases, sensorial reception decreases (Baines, 2008) and so cognitive skills. So, why don’t we try to include the motor and sensory systems into the whole teaching-learning experience?

**Learning styles**

Common sense, self-experience and research suggest that people learn in different ways. The learning styles movement of the 1980s taught us that each student has a preferred way of absorbing information. According to their natural learning preferences, they are identified as visual, auditory or kinesthetic-tactile learners. This theory is also known as VAKT theory.

Notice that, in the past, these natural learning preferences were exclusively known as “learning styles”, as it was thought that individuals could only learn in one style. Now, it is widely spread that learners use three ways to acquire information; however, only one seems to be more dominant or more frequently used than the others. In fact, learners use different sensory receivers for different tasks.

**Addressing learning differences**

In a class with more than ten students, trying to match your teaching strategies with each of the students’ learning style would be an impossible task for any teacher. However, a multisensory approach to teaching is a more suitable alternative.

What does this mean? Multisensory teaching helps your students to acquire new information through more than one of the senses. Multisensory stimuli promote participation, increase engagement and enhance cognitive skills.

**Multisensory teaching**

Multisensory teaching is very simple to put into practice; you are probably practising it without knowing! You just need to integrate multisensory elements into the lesson, that is to say, activities and stimuli that activate different mind pathways in your students.

**Activities and stimuli for auditory learners**

- Reading Aloud
- Debates
- Panel Discussions
- Informal Discussions
- Interviews
- Radio programmes
- Audiobooks
- Music & Songs.

**Activities and stimuli for visual learners**

- Movies & Videos
- Pictures
- Posters
- Maps, Charts and Graphs
- Field Trips
- Dramatizations
- Experiments

**Activities and stimuli for kinesthetic-tactile learners**

- Games
- Models & Diagrams
- Arts & Crafts
- Hands-on practice
- Experiments
- Field Trips
- Gardening
- Dressing-up
- Drawing and colouring
- Highlighting

**Reference:**

http://iteslj.org/Articles/Putintseva-LearningStyles.html.

Diana Valeria Bauducco
**Animals unchained**

**A multisensory lesson plan**

This lesson plan has been designed for young and very young learners in a 50-60 minutes class. The activities are aimed at stimulating learners’ senses and addressing their different learning styles.

**Materials**
- Animals flashcards
- Youtube videos
- TV or screen
- Worksheets

**Stage 1 – Engaging**
(This stage might be left out)

The use of L1 in the English classroom is not a sin and it might be a good idea to start this lesson by asking your students in L1 what their favorite animal is. A second engaging question might be *What sound do they make?* After loads of Meows, Woofs, etc. (they will sound different in L1), tell your students that animal sounds are produced differently in English. Show them either of these videos and encourage them to repeat the sounds after a second view.

https://www.youtube.com/watch?v=v5VfelkKYhM
https://www.youtube.com/watch?v=t99ULJcSaM

**Stage 2 – Presenting**

Provided with the animal flashcards or pictures, introduce them one by one and stick them on the board. Do not introduce more than 6 to 8 items at once.

The multisensory aspect of this task is to present the word and associate it, first, to a sound, and, then, to an action. For example, to introduce the word ‘cat’: show or point out its picture, say ‘cat’, and, finally, *Meow Meow* while miming the cat’s whiskers. After the presentation, encourage your students to repeat the sequence.

Do the same with the rest of the animals.

Notice that, when teaching animals, the sounds you make will be the specific onomatopoeic sound, but the movement might be anything related to the animal in question.

**Stage 3 – Practising**

a) Tell your students that you will make an animal sound or gesture, and that they will have to stand up and speak up its name. Say *Woof, Baah*, etc. so that students name the corresponding animal. You can also ask a volunteer to make the sound or gesture.

b) Give your students the first part of the photocopiable activity on page 6. Ask them to cut out the pieces of the puzzle in the first activity. Then, they should try to fit the pieces by matching the picture of the animal with its onomatopoeia.

**Stage 4 – Creating**

a) With your animal flashcards still on the board, ask for a volunteer. Tell a student to touch an animal card or point out a colour. Repeat it more than once at different speeds and with different volunteers. You can also ask students at their desk to do the same with the animals in the puzzle activity.

b) Give your students the second part of the worksheet and ask them to read the description. They have to draw a scene with those animals in the colours they have been instructed, but they can put them anywhere in whatever scene they want. After they have finished, allow them to share and compare their drawings.

**Stage 5 – Closing**

You can close your lesson by calling out some animals and asking your students to make the sounds/gestures associated with them.
A) Cut and match.

B) On a sheet of paper, draw:
- Two pink pigs
- A brown dog
- Four yellow birds
- Two green frogs
- A grey cat and a white cat
- Three white sheep
Most children are naturally curious and they like to explore unfamiliar things through their experience. Our proposal this month is to take advantage of these characteristics by creating a stimulating environment. Students will develop their curiosity and learn English at the same time.

**Introducing the topic**

First of all, you will need something captivating enough so that all the children feel eager to start the project. For example, you can tell them that, while you were in your garden looking at the plants and flowers, you found a snail! You may bring a snail to the classroom in a transparent container, preferably made of plastic to avoid any accidents. You can also bring a magnifying glass for children to look at some details. Encourage them with questions such as Did you know snails have got a mouth? Has the snail got legs? What else can you see?

**Preparing a Science Corner**

You will need a small table or box to keep all the items related to insects: images from books and magazines, real insects in transparent containers, toy insects, magnifying glasses, strainers, and whatever you think may be useful. You will put the items in the chosen place and send a note home explaining this project and inviting children to bring further items for this section.

**Saying a rhyme**

To introduce the new vocabulary and recycle it later, you can teach the following rhyme:

**Teacher:** I was walking in my garden... and guess what I saw!

**Children:** Tell me what you saw!

**Teacher:** I saw a... (name an insect)

After you name the insect, encourage children to mimic its behaviour, e.g. if you say: I saw a butterfly, children will flap their arms as if they were flying.

**Using flashcards**

In this edition, you will find flashcards with images of six different insects: a butterfly, a bee, a worm, a snail, an ant and a ladybug. You can show each insect while teaching the rhyme above.

### Extra Ideas

**Comparative charts**

You can draw a chart and complete it with your students:

<table>
<thead>
<tr>
<th>INSECTS</th>
<th>LEGS</th>
<th>WINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT</td>
<td><img src="image" alt="Ant" /></td>
<td></td>
</tr>
<tr>
<td>BEE</td>
<td><img src="image" alt="Bee" /></td>
<td></td>
</tr>
<tr>
<td>ETC...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You can also introduce vocabulary related to actions and fill in the information in a similar chart:

<table>
<thead>
<tr>
<th>INSECTS</th>
<th>CAN FLY</th>
<th>CAN BITE</th>
<th>CAN WALK</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT</td>
<td><img src="image" alt="Ant" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BEE</td>
<td><img src="image" alt="Bee" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETC...</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To work individually, tell children they are going on an imaginary expedition and that they will have to find insects hidden in the garden on page 8. Students can also use a magnifying glass in this activity.
A) Find the insects hidden in the garden. Then, count them and write the number in the box:

Key: 3 bees, 4 snails, 6 ants, 5 worms, 1 butterfly, 2 ladybugs.
MEMORY GAME
Types of animals and their characteristics

You are going to play a memory game about animals and some of their types. First, do the following activities.

A) Look up these words in a paper or online dictionary. You can draw some of the definitions next to the words.

1) Fur
2) Feathers
3) Scales
4) Cold-blooded
5) Warm-blooded
6) Hard-shelled eggs
7) Backbone

B) Complete the chart with more examples:

<table>
<thead>
<tr>
<th>Parts of the body</th>
<th>Water bodies</th>
<th>Animal types</th>
</tr>
</thead>
<tbody>
<tr>
<td>eyes</td>
<td>sea</td>
<td>mammal</td>
</tr>
</tbody>
</table>

C) Now, let’s play in pairs!

1) Spread all the cards face down.
2) Turn two cards over to find an animal and its corresponding characteristic.
3) Some characteristics are identical because they match with more than one type.
4) If the cards do not match, players put them face-down again and choose a new pair.
5) You need to use your memory to win this game!
6) The first team to matches the six animal types with their corresponding four characteristics is the winner!

D) After playing the game, search for information about these animals and write a short paragraph.

1) **Whale**: It is a marine mammal. It breathes air. It is warm-blooded. It feeds their young with milk. It has hair on its body.

2) **Penguin**: 

3) **Snake**: 

4) **Fly**: 

5) **Your favourite animal**: 

Reference: [http://lib.colostate.edu/wildlife/types.html](http://lib.colostate.edu/wildlife/types.html)

Key:
A) (Definitions taken from: wordreference.com) 1) the soft, thick, hairy coat of a mammal, 2) one of the light, horny structures that form the principal covering of birds, 3) one of the thin, flat plates forming the covering of fish, snakes, or lizards, 4) referring to animals whose blood temperature changes with the temperature of the air or water surrounding them, 5) having a relatively constant body temperature in spite of different temperatures in the surrounding environment, 6) shell: the protective calcareous or membranous outer layer of an egg, 7) the spinal column; B) Answers may vary, 1) legs, arm, head, face, 2) sea, lake, ocean, pond, 3) mammal, insects, fish, reptiles, 3) The first time the game is played, the teacher should assist and help them with any other unfamiliar words or unclear sentences. MAMMALS: They have hair or fur. They have a backbone. They produce milk. They are warm-blooded. REPTILES: Their body is covered by scales. They have a backbone. They are cold-blooded. Most of them lay hard-shelled eggs on land. FISH: Most of them have gills. They are found in lakes, rivers and oceans. They may have fins. They are generally cold-blooded. BIRDS: Their body is covered by feathers. They lay eggs. They are warm-blooded. They have a backbone. SPIDERS: They are called arachnids. They have eight legs. They have eight eyes. They spin webs. INSECTS: They have six legs. They have three body sections: abdomen, thorax and head. They have two antennae. They are generally small.
## MEMORY GAME
Types of animals and their characteristics

<table>
<thead>
<tr>
<th>They live in lakes, rivers and oceans.</th>
<th>Their body is covered by scales.</th>
<th>They may have fins.</th>
<th>They are warm-blooded.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most of them have gills.</td>
<td>They have eight eyes.</td>
<td>They are cold-blooded.</td>
<td>Most of them lay hard-shelled eggs.</td>
</tr>
<tr>
<td>They have hair or fur.</td>
<td>They have six legs.</td>
<td>They produce milk.</td>
<td>They have eight legs.</td>
</tr>
<tr>
<td>They have three body sections: abdomen, thorax and head.</td>
<td>They lay eggs.</td>
<td>They have two antennae.</td>
<td>They have a backbone.</td>
</tr>
<tr>
<td>They are generally very small.</td>
<td>They have a backbone.</td>
<td>They are generally cold-blooded.</td>
<td>They spin webs.</td>
</tr>
<tr>
<td>Their body is covered by feathers.</td>
<td>They have a backbone.</td>
<td>They are warm-blooded.</td>
<td>They are called arachnids.</td>
</tr>
</tbody>
</table>
# MEMORY GAME
Types of animals and their characteristics

<table>
<thead>
<tr>
<th>MAMMALS</th>
<th>MAMMALS</th>
<th>MAMMALS</th>
<th>MAMMALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>REPTILES</td>
<td>REPTILES</td>
<td>REPTILES</td>
<td>REPTILES</td>
</tr>
<tr>
<td>FISH</td>
<td>FISH</td>
<td>FISH</td>
<td>FISH</td>
</tr>
<tr>
<td>BIRDS</td>
<td>BIRDS</td>
<td>BIRDS</td>
<td>BIRDS</td>
</tr>
<tr>
<td>SPIDERS</td>
<td>SPIDERS</td>
<td>SPIDERS</td>
<td>SPIDERS</td>
</tr>
<tr>
<td>INSECTS</td>
<td>INSECTS</td>
<td>INSECTS</td>
<td>INSECTS</td>
</tr>
</tbody>
</table>
In this section, I will present a project connected to animals. This project is aimed at Primary School children. I have chosen the topic Animals because most students are fond of talking about them or they even share most of their day with their pets.

The scope of this project is not limited to domestic animals. Therefore, this project is titled “Animals Everywhere!” because students will learn about animals living in different habitats.

Objectives
- Use English fluently to communicate ideas,
- Recycle what students have learnt.
- Develop their higher-order and lower-order thinking skills.
- Read and understand the different genres included in this project.
- Allow students to recognize the linguistic exponents they have already mastered.
- Expand students’ knowledge on animals, their habitats, etc.
- Learn to appreciate and respect nature.
- Take part in group and whole-class debates.

Level: Beginner/Elementary

Contents
Lexical exponents
- Colours • Numbers • Habitats • Animals • Parts of the body
- Action verbs • Adjectives to describe animals • Prepositions of place: in, on, under, next to, behind, between, in front of.

Grammatical exponents
- can't/can to express ability
- Verb To Be: simple present form
- Have got/has got
- There is.../There are...
- What's this? / What's that? / What are these? / What are those?

Class 1
Materials
- Any poster with animals or flashcards.
- Copies the photocopiable activity.

1. Give students a copy of the photocopiable activity 1 on page 14, which includes different animals. Ask them to look at the animals for about 3 minutes. Tell them to close their eyes and mention as many animals as they remember.

2. Place your animal flashcards on the board. Have cards with the names of the animals on your desk. Tell students to come to the front and match each animal to the correct name.

3. Game: Describe an animal and encourage students to guess it. Then, ask the student who has guessed to describe another animal. Continue until most of the students have either described or guessed one of the animals.

4. Animal classification: Students classify the animal flashcards under the following categories: herbivore, carnivore and omnivore.

5. Tell students to find information of the animals in the photocopiable activity for the following class.

Class 2
Materials
- Poster with animals and animal flashcards.

1. Place the animal poster on the board again, and revise animals names and food they eat.

2. Then, ask students:
- Why are frogs amphibians?
- Why are eagles birds?
- Why are cats mammals?
- Why are lizards reptiles?

3. Ask students to classify the animals in photocopiable activity 1 taking into account their actions, habitats and food. Then, they copy the chart in exercise 3 on page 14 in their notebooks and complete it.

4. Tell students that some animals are hidden in your room. Ask them to do the picture dictation, activity C), on page 15. It is a good idea to revise prepositions of place before doing this activity.

Script for the picture dictation:
- The green crocodile is on the pink bed.
- The red and violet snake is under the orange chair.
- The yellow lizard is in the blue wardrobe.
- The yellow and brown giraffe is next to the green crocodile.
- The mosquito is on the lizard's tail.
- The black dog is behind the green door.

Class 3
Materials
- Pictures of a bird, a fish and a tortoise.
- Sheets of paper to make drawings.

1. Stick on the board pictures of a bird, a fish and a tortoise, or draw them yourself on the board.

2. Ask students to describe the animals in detail. They may need some help with words such as beak, scale, fin, wing, shell. It is a good idea to pre-teach these words by means of a wordsearch, unscramble game, etc.
3. Tell students to choose one of the animals presented board and draw it. They should label each of the body parts.

4. As a follow-up activity, tell students to draw something funny to that drawing. They could also exchange drawings with their partners and add something funny to that drawing.

5. Then, display all the pictures on the board and have students point out what is wrong about each animal.

For example: If a student adds wings to a fish. Then, the rest of the class can say *That fish has got wings!*

Students could place their posters on the school walls after doing this activity.

**Final task**

As a final task for this project, tell students to invent an imaginary animal. It should be a combination of at least two animals they like. For example, a "gizzard" (giraffe and lizard) or an "elecat" (elephant and cat).

1. Students draw their imaginary animals on a cardboard sheet.
2. Then, they label each of the body parts.
3. Finally, they write a brief description of the animal stating where it lives, what it eats, what it can do, and mentioning any physical trait of that peculiar animal.

**To sum up...**

Whenever you want to set up a project, you should bear in mind students' needs and interests. Students love animals and share most of their time playing with them when they are kids. Students are fond of describing their pets, drawing them, and playing guessing games on the topic of animals. This is the reason why I'm sharing this project with you.

Yesica Galliano.
A) Hidden Animals: Look at the picture for about 3 minutes and try to memorize as many animals as possible.

B) Classifying animals:
1. Look at the picture in activity A again. Put each animal under the corresponding category.

<table>
<thead>
<tr>
<th>HERBIVORE</th>
<th>CARNIVORE</th>
<th>OMNIVORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Copy the following chart in your notebook and complete it with animals’ names and information.

<table>
<thead>
<tr>
<th>Animals</th>
<th>What they do</th>
<th>Where they live</th>
<th>What they eat</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PROJECT: ANIMALS EVERYWHERE!

C) Picture dictation: Listen to your teacher and draw the animals where you are told.

D) Look at the animals and label their body parts.

E) Find in this wordsearch the following words (↓ ↑ ↖ ↗ ↓ →):
THEMATIC UNIT ON BLOOD-SUCKING ANIMALS

A) Complete the following chart with as many examples as possible. Then, compare with your classmates.

<table>
<thead>
<tr>
<th>Blood-sucking creatures</th>
<th>Insects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B) What about blood-sucking insects? How many have you noted down? Write as many as you can think about.

C) Match the animal and its name.

mosquito - flea - kissing bug - louse - leech - tick

1) 2) 3) 4) 5) 6)

D) Look up in a dictionary the plural form of the words in C).

E) What do you know about the animals in C)?

1) Which animal ...
   a) needs water to lay eggs?  c) is part of/related to the spider family?
   b) lives in water?           d) is a type of worm?
   e) lives on hair?            f) lives in wood?
   g) can jump?                 h) flies?

2) Read the following text and check your answers.

Biologists estimate that there are 14,000 species of blood-sucking insects and acari. The following are perhaps the best-known.

Fleas are very small insects, 2-3 mm long, that feed on blood. They are wingless and can jump up to 150 times their own height. They live on warm-blooded animals, especially birds, rodents, pets and humans. Females are larger than males and can lay 40 to 50 eggs per day. They can also eat 15 times their body weight.

Mosquitoes are perhaps the best-known blood-suckers. They are found all over the world, mainly near freshwater or slightly salt water where they can lay eggs. The male feeds on plants juice while the female feeds on blood. Not all mosquito species feed on people. They also feed on other animals. They can be 0.2 to 1 cm long. They have antennae, long thin legs and wings. Their natural predators are spiders, salamanders, frogs, fish and other insects.

Lice are wingless insects that can't jump, hop or fly. They travel from head to head by use of combs and clothing. They affect only humans, feeding on blood through the scalp. The female lays 3-4 eggs per day (90 to 120 per month). They have three pairs of legs and they aren't big. They are just 1-3 mm long.

Leeches are similar to worms. They can be 0.5 to 25 mm long and their bodies are flat, much wider than thick. They are aquatic and live in freshwater such as lakes and ponds, but there are some species that live on wetlands. Leeches can crawl and swim. Species that feed on blood have sharp teeth and can grow up to 6-8 times their body weight after feeding on blood.

Although the name may sound romantic, Kissing bugs are blood-suckers. They are called Kissing bugs because they like biting around the face, especially the lips. They are found throughout Latin America and in the south of the USA. They live in wooden walls, floors and roofs. They are 12 to 36 mm long and have antennae and wings.
but they don’t usually fly. They are dark brown or black, with orange or red markings around the abdomen. They feed on rats, humans or other mammals’ blood.

Ticks are not insects. They belong to the arachnid family. They can be found anywhere on the planet, especially in moist and warm habitats. Some can be 2.5 cm long and grow up to 4 times after feeding on blood. They hatch from eggs. Ticks don’t jump or fly but they can crawl up to their host’s neck or ears.

3) Read the text again and find verbs of movement.

4) Complete the following chart with examples.

<table>
<thead>
<tr>
<th>Pets</th>
<th>Rodents</th>
<th>Aquatic habitats</th>
<th>Clothing items</th>
<th>Parts of the face</th>
<th>Arachnids</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5) What do the underlined words in the text refer to?

<table>
<thead>
<tr>
<th>They:</th>
<th>Their:</th>
<th>Some:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6) Find in the text the opposite of:

a) big: .........................................................

b) cold-blooded: ............................................

c) least: ....................................................

d) dry: ........................................................

e) fat: ........................................................

f) long: ......................................................

g) narrower: ................................................

h) never: .....................................................

7) Complete the following phrases from the text with the correct word.

a) __________ eggs.

b) __________ from eggs.

c) from head __________ head.

d) feed __________ blood.

e) most __________ known.

F) Many blood-sucking insects transmit diseases.

1) Search the web and match the animals and the diseases they cause:

| a) FLEAS     | 1. Bubonic Plague |
| b) MOSQUITOES| 2. West Nile Virus |
| c) LICE      | 3. Lyme Disease   |
| d) KISSING BUGS| 4. Yellow fever  |
| e) TICKS     | 5. Encephalitis   |
|             | 6. Allergies      |
|             | 7. Anaplasmosis   |
|             | 8. Malaria        |
|             | 9. Dengue         |
|             | 10. Chagas        |
THEMATIC UNIT ON BLOOD-SUCKING ANIMALS

2) Watch the video at www.youtube.com/watch?v=IuFnlOw3iTk and tick the symptoms of Chagas disease mentioned in it.

- Body aches
- Heart disease
- Skin rashes
- Eye swelling
- Broken bones
- Fatigue
- Diarrhoea
- Headache
- Bleeding nose / Nosebleeds
- Lung disease

3) How do Kissing bugs transmit Chagas disease? Tick the correct options.

- Through eggs
- Through faeces
- Through their bite
- Through the air
- Through their saliva

4) Order the sentences to make a paragraph.
   a) They bite them in the face.
   b) The parasite enters the blood system.
   c) First, kissing bugs find their host.
   d) It infects the host.
   e) The parasite in the faeces moves towards the bite.

G) Rewrite the following paragraph to make it cohesive and coherent.

Leeches have therapeutic properties. Only fifteen species of leeches are used in medicine. Leeches have enzymes in leeches' saliva that are anticoagulant. Leeches have compounds in leeches’ saliva that are anticoagulant. Leeches help restore blood circulation in blocked veins when they are applied to the affected area. Leeches help reattach fingers when applied on the fingers. Leeches help reattach other body parts when applied on the area.

H) Final Task: Investigate about one of the diseases that blood-suckers transmit and prepare a short oral presentation. You may also choose to expand on the use of leech therapy.

Sources:
http://webeecoist.momtastic.com/2010/10/05/life-sucks-10-amazing-animal-vampires/
http://edis.ifas.ufl.edu/topic_bloodsucking_insects
http://www.biodiversityexplorer.org/insects/blood.htm
http://buginfo.com/category.cfm?id=11
http://www.biokids.umich.edu/critters/Culicidae/#Culicidae
http://www.biokids.umich.edu/critters/Hirudinea/
http://www.biokids.umich.edu/critters/Triatoma_sanguisuga/
http://www.telegraph.co.uk/travel/travelnews/11158553/Leeches-bloodsuckers-with-a-propensity-for-private-parts.html
http://kidzhealth.org/kid/watch/out/tick.html

Key: A) Possible answers: Blood-sucking creatures: Dracula, vampire, vampire bat, mosquito, etc. Insects: ladybug, butterfly, fly, mosquito, etc. (note: spiders are not insects, they are arachnids); B) Possible answers: mosquito, louse, tick, bedbug, etc; C) 1) tick, 2) leech, 3) kissing bug, 4) louse, 5) mosquito, 6) flea; D) mosquitoes, fleas, kissing bugs, lice, leeches, ticks; E) 1) mosquitoes, 2) leeches, 3) ticks, 4) leeches, 5) lice, 6) flea; 7) kissing bug, 8) flea, 9) mosquitoes, kissing bugs; 3) jump, hop, fly, crawl, travel, swim; 4) Possible answers: pets: dogs, cats, hamsters, goldfish, etc. Rodents: rats, mice, hamsters, etc. Aquatic habitats: ponds, rivers, lakes, etc. Clothing items: hat, dress, socks, etc. Parts of the face: lips, eyes, nose, etc. Arachnids: spiders, scorpions, ticks; 3) They refer to females (female mosquitoes), there refers to mosquitoes' predators, some refer to ticks; 5) a) small, warm-blooded, c) most, d) moist, e) thin, f) short, g) wider, h) always, i) 7); j) lay, k) hatch, l) to, m) on, n) abruptly; 6) 1) lice, 2) 1, 5, 7; Mosquitoes: 2, 4, 6, 9, 10; Lice: 7; Kissing bugs: 11; Ticks: 3, 5, 7, 8; 2) Items ticked: body aches, eye swelling, diarrhoea, heart disease, headache, fever, skin rashes, fatigue; 3) through faeces, 4) c, a, e, b, d; G) Possible answer: Leeches have therapeutic properties. Only fifteen species are used medically. They have enzymes and compounds in their saliva that are anticoagulant. They help restore blood circulation in blocked veins and reattach fingers and other body parts when applied on the area.
In this unit, students will find out about animals in general and about some of the weirdest and most peculiar ones on Earth. After reading about these creatures, they will play the board game *Exploring the Animal World*, and, lastly, they will produce a magazine about these unusual beings!

**Objectives**

Throughout this unit, students will be able to:
- complete reading comprehension activities;
- recognise synonyms and antonyms;
- learn about animal types, weird animals, their actions, parts of their bodies, their diets, sizes, and habitats;
- learn or revise the present simple;
- produce a magazine, using the new structures and vocabulary.

**Contents**

In this unit, students will learn:
- animal types
- strange/unusual animals
- their actions and habits
- their parts of the body
- their food/prey
- their size and weight
- their habitats
- present simple
- synonyms and antonyms.

Go to pages 21 through 23 to find the lesson plan and activities.

**Playing the Game: rules and instructions**

A) With a group of friends, you decide to take part in a contest, so you start a trip to take pictures of the weirdest animals on Earth.

B) You start the game at square 1 - HOME.

C) You throw the dice and move your group forward. If you land on a place where there is an animal, the teacher will read the instructions and you will have to do an activity. Depending on your answer, the following will happen:

With a correct answer, if the instructions say:
- Move forward ... squares: you move forward.
- Go back ... squares: you don't go back.
- Miss a turn: you do not miss a turn.

With an incorrect answer, if the instructions say:
- Move forward ... squares: you do not move forward.
- Go back ... squares: you go back.
- Miss a turn: you miss a turn.

D) The first group to get on the cruise wins!

**Instructions**

1. You are at home with a very curious group of friends and decide to take part in an amazing contest. You have to take the best photographs of the weirdest animals on Earth. The prize: a ten-day cruise trip in the Caribbean for the winners!

Let's start the journey, take your camera, and a lot of food and water!

2. You spot a giant coconut crab. You are about to take a photo, and it starts throwing coconuts at you and breaks your camera! Start again.

3. You go deep down in the ocean. You see a blobfish and take a picture of it eating! Incredible! Move forward four squares.

4. The leafy seadragon is camouflaged and it takes you three hours to see it! Move back five squares.

5. The red lipped batfish is showing you its beautiful lips for the picture! Move forward three squares.

6. The goblin shark followed you and tried to attack you with its snout. Go back two squares.

7. The yeti crab is hidden and you can't see it! You miss a turn.

8. You dig a hole in your garden and there it is: the naked mole rat! Move forward four squares.

9. The pangolin gets angry when it sees your camera and releases its disgusting secretions! Run before it is too late! Go back two squares.

10. The alligator snapping turtle is so slow that you can take the photo without any problem! Go forward two squares.

11. The star-nosed mole confuses your foot with a small animal and tries to hunt it! Miss back two squares.

Finally... the judges' decision... You are the winners! You go on a cruise and it is the most wonderful experience ever!
### Exploring the animal world

The cards are related to certain animals and their characteristics.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>These animals have a unicorn-like horn.</td>
<td>6</td>
<td>They can live for more than six decades.</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>These two animals are similar to other creatures.</td>
<td>7</td>
<td>They live in colonies.</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>The Yeti crabs cannot see. True or False?</td>
<td>8</td>
<td>They have a muscle which sucks their prey.</td>
<td>13</td>
</tr>
<tr>
<td>4</td>
<td>These animals can carry a lot of eggs for a long time.</td>
<td>9</td>
<td>These animals float but don’t swim well.</td>
<td>14</td>
</tr>
<tr>
<td>5</td>
<td>They live at night and they live in hollow trees or underground.</td>
<td>10</td>
<td>These creatures are quite big and can climb.</td>
<td>15</td>
</tr>
</tbody>
</table>
A) What unusual animals do you know? Why are they peculiar?
Read the texts and do the activities below:

Discover the amazing animal world: these are some of the weirdest animals!

**PART 1**

The Giant Coconut Crabs
They are the largest land arthropods in the world. They live in the tropical Indo-Pacific region. They live around sixty years. They are one metre long from leg to leg and weigh between three to four kilograms. They usually eat coconuts. They can climb coconut trees.

The Red Lipped Batfish
They live in the deep waters around the Galapagos Islands. They have red lips, which they use to attract their mates. They have a unicorn-like horn on their head. They usually walk on the ocean floor. They are bad swimmers. They look like bats.

The Blobfish
They are unusual creatures. They live off the coast of Australia. They live in deep water, between 600 m to 1200 m below sea level. We cannot normally see them. They look like a blob of slime. They are 30 cm long. They float just above the seafloor. They eat when their prey passes by. They have no muscles, so they cannot swim well.

The Goblin Sharks
They travel around the Pacific, Indian and Atlantic oceans. They live in the deep sea, where there is no sunlight. They have a semi-transparent skin. They can be 200 to 600 cm long. They eat other deep sea creatures, like crabs or bony fish, which they find using their long snouts. They suck their prey with a tongue-like muscle.

The Naked Mole Rats
They are from Eastern Africa. They are rodents which live in colonies, like ants or bees. The colonies have between 75 to 300 'workers' and a queen. They live thirty years. They eat roots and tubers. They cannot see very well and they haven't got any hair.

B) Find the answers in the text:
Which animals...

1) ... live in deep water?
2) ... live together with others?
3) ... are bad swimmers?
4) ... live in different places in the world?
5) ... use a special part of their body to catch their prey?
6) ... are larger than any insects, crustaceans and spiders in the world?
7) ... don’t eat other smaller animals?
8) ... live in places with little or no sunlight?
9) ... are longer than a blobfish?
10) ... live the longest: the naked mole rats or the coconut crabs?
Discover the amazing animal world: these are some of the weirdest animals!

**PART 2**

**The Alligator Snapping Turtles**
They live in Southeastern United States. They are one of the largest freshwater turtle species in the world. They live around seventy years in the wild. Females are between 35 to 80 cm long and weigh between 60 to 80 kg. Males are larger. Grown turtles have no natural predators. They are endangered because of habitat destruction by humans.

**The Star-nosed Moles**
They are little mammals. They can dig tunnels just under the surface of the ground. They have got a star-shaped fleshy nose. They cannot see so they use their snout to ‘see’. This part of their body is so sensitive that they can identify the electrical activity of their prey. They usually eat insects, crustaceans and worms. They can hunt in areas with low light.

**The Pangolins**
They are mammals, but they look like reptiles. There are different species and some are endangered. They live in the tropical regions of Asia and Africa. They haven't got any teeth or external ears, but they can hear very well. Their tongue is very long and they use it to eat termites and ants. They can’t see very well, but they have got a very good sense of smell and they can swim. They are nocturnal. They live in hollow trees or underground tunnels, depending on the species. They use their sharp scales for defence. They roll up forming a tight ball, when in danger. They are very strong and they can hurt with their scales. They can also emit strong-smelling secretions, as the skunk.

**The Leafy Seadragons**
They live in cold water, near Australia. They can camouflage easily. You can see them when they move their fins or eyes, which are covered with appendages that look like leaves. The male can carry around 150-200 eggs for eight weeks. They haven't got a stomach or teeth. They eat a kind of shrimp.

**The Yeti Crabs**
They live in the South Pacific Ocean. They are 15 cm long. They have got tiny eyes with no pigment. Scientists think that they may be blind. The pincers have got ‘hairs’ with filamentous bacteria. They eat small animals, such as shrimp and green algae.
DISCOVERING THE ANIMAL WORLD

E) Decide if the sentences are TRUE or FALSE and explain why.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>F</td>
<td>1) The leafy seadragons attack with a horrible smell.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>F</td>
<td>2) The yeti crabs cannot see.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>F</td>
<td>3) The pangolins cannot hear or smell very well.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>F</td>
<td>4) The alligator snapping turtles are in danger of extinction because of the actions of men and women.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>F</td>
<td>5) The leafy seadragons and the yeti crabs eat shrimp.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>F</td>
<td>6) The turtles and the pangolins are mammals like dogs and cats.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>F</td>
<td>7) Star-nosed moles do not use their eyes to see.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>F</td>
<td>8) The pangolins live in two different continents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>F</td>
<td>9) There are no animals that eat the alligator snapping turtles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>F</td>
<td>10) The leafy seadragons can look like something else in the ocean.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F) Find an antonym in the text:

- enormous: small
- construction: destruction
- females: males
- internal: external
- smallest: largest

G) Find examples of...

1) Animal actions: eat, swim, roll on
2) Continents mentioned: Africa, America, Asia, Australia
3) Parts of the body: eyes, pincers, stomach, appendages, fins, scales, nose, snout

Final Task

Choose another strange, ugly or weird animal and prepare two pages of a magazine dedicated to these creatures.

A) Work in pairs or small groups.
B) Choose the animal you like the most (one of those seen in the board game or another unusual one).
C) Produce two pages for the magazine “The Weirdest Animals on Earth”, which can include pictures and some general information.
D) Finally, together with the teacher, edit and publish the magazine for everyone at school to see!

Sources and References:

http://www.pheonix76.hubpages.com/hub/the-most-ugly-animals-on-earth-ugliest-animals
http://www.telegraph.co.uk/news/earth/earthpicturegalleries/5966251/The-weirdest-animals-on-Planet-Earth.html
http://www.iflscience.com/plants-and-animals/strangest-animals-youve-never-heard
http://www.elizarayner.hubpages.com/hub/really-weird-mammals

Key: B) 1) the red lipped batfish, the blobfish and the goblin sharks, 2) the naked mole rats, 3) the red lipped batfish and the blobfish, 4) the goblin sharks, 5) the red lipped batfish and the goblin sharks, 6) the coconut crabs, 7) the coconut crabs and the naked mole rats, 8) the red lipped batfish, the blobfish, the goblin sharks and the naked mole rats, 9) the coconut crabs and the goblin sharks, 10) the coconut crabs; C) 1) travel, 2) unusual, 3) unusual, 4) for example, 5) creatures; D) 1) coconuts, crabs, bony fish, roots and tubers, 2) mammals, rodents, arthropods, 3) leg, horn, snout, tongue, hair; E) 1) False. The pangolins can emit strong-smelling secretions; 2) True. They have got tiny eyes with no pigment. Scientists think that they may be blind; 3) False. They can hear and smell well; 4) True. They are endangered because of habitat destruction by humans; 5) True. The leafy seadragons and the yeti crabs eat a kind of shrimp; 6) False. The pangolins and the star-nosed moles are mammals; 7) True. They use their snout to see. They are blind; 8) True. They live in Asia and Africa; 9) True. They have no natural predators; 10) True. They can camouflage; F) 1) tiny, 2) external, 3) destruction, 4) largest, 5) males; G) 1) hunt, see, eat, swim, smell, live, roll up, 2) Africa, America, Asia, Australia (mentioned as the country, but it is also the name of the continent), 3) eyes, pincers, stomach, teeth, appendages, fins, scales, nose, snout.
HOW DO NATURAL AND HUMAN-INDUCED EXTINCTION AFFECT NATURE?

The term extinction is used in biology to indicate that the last specimen of a certain species has ceased to exist. It applies to animals, plants and fungi; i.e., every microscopic or macroscopic organism living on land, in water or air.

Extinction can be a natural phenomenon or an artificial event. It can happen while humans are unaware of the situation or it can be planned by them. The causes of species extinction are multiple.

- **Natural genetic modifications** in geographically restricted species might expose them to little resistance when their living conditions change since they are genetically unfit to adapt to such change.

- Another cause of natural extinction is related to the food chain; when predators eliminate their preys. In addition, the introduction of non-native species into a new habitat can stimulate competition resulting in the extinction of one of the species, or even in the spreading of diseases. The introduction of hybrids in populations of purebred species might lead to their eventual mating resulting in the disappearance of the latter.

- **Habitat modification** is one of the most common factors on recent extinctions, a process in which human activities alter the natural environment of several species that cannot adapt to the new conditions and perish.

- **Coextinction** is the case in which a certain species becomes extinct altogether with its predator, which cannot replace that original prey.

- Finally, the last cause of extinction is **climate change**, a process that alters the living conditions and habitats of several species to such an extent that they disappear. It can be either an increase or decrease in temperature, heavy droughts or heavy floods, increase or decrease of sea level, deforestation, rapid growth of urban areas, among other factors.

- One of the most curious but useful forms of extinction to mankind is **human-induced extinction**. In this particular case, the eradication of a virus which causes infectious diseases and, ultimately, human or animal death is the major objective of health campaigns. The best example is smallpox virus, extinct in the wild thanks to worldwide vaccination programs. The last known popular case was detected in the United Kingdom in 1978. The second viral disease to be officially declared eradicated in 2001 is rinderpest. Even though cases of polio have dramatically decreased, this illness is still a concern in some countries.
A) Match the following terms in the text with their meanings.

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>hybrid (noun)</td>
<td>1) The natural home of a plant or animal.</td>
</tr>
<tr>
<td>predator (noun)</td>
<td>2) To pair in order to produce offspring.</td>
</tr>
<tr>
<td>prey (noun)</td>
<td>3) An animal that kills and eats other animals.</td>
</tr>
<tr>
<td>specimen (noun)</td>
<td>4) A single example of something.</td>
</tr>
<tr>
<td>purebred (adjective)</td>
<td>5) Something that is large enough to be visible to the naked eye.</td>
</tr>
<tr>
<td>habitat (noun)</td>
<td>6) To stop doing something or stop happening.</td>
</tr>
<tr>
<td>macroscopic (adjective)</td>
<td>7) An animal or plant produced from parents of different breeds or types.</td>
</tr>
<tr>
<td>microscopic (adjective)</td>
<td>8) To die, especially in a violent or sudden way.</td>
</tr>
<tr>
<td>perish (verb)</td>
<td>9) An animal hunted and eaten by another animal or a person.</td>
</tr>
<tr>
<td>mankind (noun)</td>
<td>10) All humans considered as a group.</td>
</tr>
<tr>
<td>mate (verb)</td>
<td>11) Extremely small and, therefore, very difficult to see.</td>
</tr>
<tr>
<td>cease (verb)</td>
<td>12) Coming from only one animal breed.</td>
</tr>
</tbody>
</table>

As far as biodiversity conservation is concerned, there is an international organisation called International Union for Conservation of Nature (IUCN) founded in 1948 and based in Switzerland. Its main goal is to find solutions to the growing environmental challenges and their effects on wildlife. IUCN regularly publishes the Red List of Threatened Species, a detailed issue including all the species in danger of extinction.

According to IUCN, there are seven categories of threatened species ranging from low extinction risk to high extinction risk:

- Least concern (LC)
- Near-threatened (NT)
- Vulnerable (VU)
- Endangered (EN)
- Critically endangered (CR)
- Extinct in the wild (EW)
- Extinct (EX)
HOW DO NATURAL AND HUMAN-INDUCED EXTINCTION AFFECT NATURE?

B) The following paragraphs, which have been mixed, have the explanations of all seven categories. Match the categories listed in the previous page — (LC), (NT), (VU), (EN), (CR), (EW), (EX) — with the paragraphs.

1) Species that are considered to be facing a very high risk of extinction in the wild. In order to prevent the loss of this species, many countries pass laws banning hunting, restricting the use of land or creating biological reserves.

2) Species that are known only to survive in cultivation, in captivity or as naturalised populations well outside their historic range. Since the ultimate purpose of preserving biodiversity is to maintain the ecological role of each species, these are considered ecologically extinct. Sometimes there have been efforts to reintroduce them into their original habitats. However, this technique is rarely effective as many generations of the species have been growing in captivity and have lost their abilities to survive in the wild.

3) Species that are considered to be threatened with extinction in the near future, although in the present time this status does not fully apply to them. Nevertheless, the number of individuals might be diminishing due to several causes.

4) When there are no doubts that the last individual of a certain species has died. This category is only applicable after several in-depth studies have been carried out and have shown no results in finding living individuals.

5) Species that cannot be classified into any other category such as threatened, near threatened or conservation dependent because, according to its population status, they have a low risk of extinction.

6) Species that are considered to be facing an extremely high risk of extinction in the wild. Some of the criteria used for this category are the following: severe habitat fragmentation, decline in the extent of occurrence, declining population of less than 250 mature individuals.

7) Species that are likely to become endangered unless the circumstances threatening their survival and reproduction improve. As a result, they face a high risk of extinction in the wild in the medium term. Several of these species, although somehow at risk, might be commonly found in captivity.

C) The following animals have been selected from the IUCN Red List of Threatened Species. Search the IUCN website (http://www.iucnredlist.org/) and find out which examples belong to each of the categories. Once you have found all the answers, choose an animal and make a description of it. Include where it is found, the type of habitat it lives in, if it is threatened and if there are conservation efforts to protect it.

- Socorro Dove
- Guanaco
- Bulldog Rat
- Bald Eagle
- Siberian Crane
- Andean Condor
- Maned Wolf
- Imperial Woodpecker
- New Zealand Sea Lion
- Wyoming Toad
- Californian Anchovy
- Caribbean Monk Seal
- Mandrill
- Black Softshell Turtle
- Giant Panda
- Paroon Shark
- Common Chimpanzee
- Emperor Penguin
- Polar Bear
- Saint Helena Earwig
- Blue Whale
- Bulbulard Rat (EX)
- Caribbean Monk Seal (EW)

References and further reading:
HOW MUCH DO YOU KNOW ABOUT DINOSAURS?

The word dinosaur comes from the Greek words deinos that means terrible and saurus that means lizard. However, each dinosaur name has a different meaning according to its size or the place where it was found. Let's find out more about them.

A) Match the dinosaur name with its meaning.

1) Giganotosaurus  
   a) fused lizard
2) Brachiosaurus   
   b) tyrant lizard king
3) Stegosaurus      
   c) roof lizard
4) Diplodocus       
   d) speedy thief
5) Tyrannosaurus rex
   e) arm lizard
6) Brontosaurus     
   f) toothless flyer lizard
7) Ankylosaurus     
   g) double beam
8) Velociraptor     
   h) thunder lizard
9) Pteranodon       
   i) three-horned face
10) Triceratops     
    j) giant lizard

B) Use the dinosaur names in exercise A and write them in the corresponding column.

<table>
<thead>
<tr>
<th>Herbivore</th>
<th>Carnivore</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HOW MUCH DO YOU KNOW ABOUT DINOSAURS?

C) Write the parts of the body.

spikes - horns - plates - claws - tail - teeth - fore legs - back legs

D) Read the text and decide if the information is true or false.

The Triceratops (three-horned-face) was one of the last surviving dinosaurs in the Cretaceous Period. It was from North America. It lived about 65 million years ago. It was nine metres long and three metres high. It was big and dangerous. It weighed between 6 to 12 tons. It ate plants.

The Stegosaurus (roof lizard) was from the Jurassic period. It lived in western North America around 150 million years ago. It was seven and a half metres long, 4 metres high, and weighed 5 tons. It had a very small brain. It had plates on its back and spikes on its tail. It had a maximum speed of around 7 kph. It ate plants.

The Velociraptor (swift seizer or speedy thief) had an s-shaped neck, two arms that had claws with three fingers on each hand and long thin legs with shaped claws on its rear feet. It was from the Cretaceous Period about 75 million years ago. It was between two metres long and half a metre high. It weighed up to 15 kg. It was a carnivore (meat-eating dinosaur).

TF 1) The Velociraptor and the Stegosaurus were plant eaters.
TF 2) The Triceratops had spikes on its head.
TF 3) The Velociraptor ate meat.
TF 4) The Triceratops and the Velociraptor lived in the Cretaceous Period.
TF 5) The Velociraptor had claws.
TF 6) The Stegosaurus had a big brain.
TF 7) The Triceratops had three horns on its head.
TF 8) The Stegosaurus had plates and spikes.
TF 9) The Stegosaurus was from the Jurassic Period.
TF 10) The Velociraptor had a long neck.

E) Choose one of the following dinosaurs. Write a paragraph using the information below. Remember to use was, had, lived. Draw a sketch of the animal.

**BRACHIOSAURUS**  
(arm lizard)
- Jurassic Period  
- North America  
- Long neck, small head and short tail  
- Nostrils on top of head  
- Plant eater (herbivore)  
- 25 metres long

**PTERANODON**  
(toothless flyer lizard)
- Cretaceous Period (85 million years ago)  
- Long wings (8 metres)  
- 25 kg  
- Flying reptile  
- Fish eater (carnivore)

Key: A) 1-e, 2-b, 3-c, 4-g, 5-b, 6-h, 7-a, 8-d, 9-f, 10-i; B) Herbivore: Giganotosaurus, Brachiosaurus, Stegosaurus, Diplodocus, Brontosaurus, Triceratops, Ankylosaurus; Carnivore: Tyrannosaurus Rex, Velociraptor, Pteranodon; C) 1) horns, 2) tail, 3) spikes, 4) plates, 5) teeth, 6) fore legs, 7) claws, 8) back legs; D) 1) false, 2) false, 3) true, 4) true, 5) true, 6) false, 7) true, 8) true, 9) true, 10) true.
WACKY ANIMALS

Do you know anything about the jerboa, the blobfish and the axolotl? They are WACKY ANIMALS! Wacky animals are odd, strange, rare creatures that exist in the world. Let's find out some information about two of them.

A) Read the text carefully and answer the questions below.

The LONG-EARED JERBOA is a small animal. It has a mouse-like head and body, cat-like whiskers, owl-like eyes, rabbit-like ears, kangaroo-like back legs, prairie dog-like fore legs and a very long tail. It has got strong teeth to eat the tough plants of deserts. It is a solitary and nocturnal animal that lives in burrows. It can move 15 to 16 miles per hour and it can walk on two legs or hop if it is in danger. It eats insects, small lizards and green plants.

The DUMBO OCTOPUS has got ear-like fins on top of its head-like body. It is named after Walt Disney's character Dumbo, the flying elephant. It is an octopod (it has got eight arms). Its body is semi-gelatinous. It has a small body, 8 inches in length and 13 pounds in weight. Its arms and flippers are used for swimming. The arms have got small harpoon-like barbs which help it to catch the prey. It can be red, green or orange. It eats crustaceans, bivalves and small worms when they swim near the surface.

1) Is the Jerboa a fish? 6) Is the Jerboa a gelatinous animal?
2) Is the Dumbo Octopus big or small? 7) Which animal is similar to a flying elephant?
3) How many arms has a Dumbo Octopus got? 8) Does a Dumbo Octopus eat worms?
4) Which animal has got whiskers? 9) Does a Jerboa eat bivalves?
5) Which animal has got strong teeth? 10) Can a Jerboa climb trees?

B) Watch the video The 10 weirdest animals in the world online (https://www.youtube.com/watch?v=aLc-Q6Uf3rY) and choose the ugliest.

C) Are there any similar animals in your area? Search for information on the web and write about the following wacky animals.

- angora rabbit • axolotl • aye aye • rosy-lipped batfish • star-nosed mole • blobfish • pink hippo • seahorse • emu

D) Create your own wacky animal. Draw a picture and write a short description of it. Use the following questions as a guide.

- Is it big or small? • What colour is it? • Where does it live? • What does it eat? • Is it similar to another animal?

Extra online resources:

- Wacky animals: https://www.youtube.com/watch?v=8r3nqGczj_w
- Wild and wacky animals cartoon: https://www.youtube.com/watch?v=R6R-Hm0enGg

Key: A) 1) No, it isn’t. 2) It’s small. 3) It’s got eight arms. 4) The long-eared jerboa. 5) The long-eared jerboa. 6) No, it isn’t. 7) The Dumbo octopus. 8) Yes, it does. 9) No, it doesn’t. 10) No, it can’t.
Teacher's, YOUR ATTENTION PLEASE!

COMING SOON

The numbers

ATTRACTION EXTRA-LARGE MATERIAL to improve motivation and promote learning in your English classes.

Book it in advance! | www.ediba.com
Background
Alexander Graham Bell was born on 3rd March 1847. He was a Scottish inventor, engineer as well as scientist who is well-known for having invented the first telephone. His father, brother and grandfather had all worked in the field of elocution and speech. His mother and his wife were deaf and this influenced Bell's life and work. Due to his mother and his wife's hearing disability, he researched on hearing and speech. After all his hard work, he was awarded the first USA patent for the telephone in 1876. Alexander Graham Bell patented the telephone, which was based on Antonio Meucci’s design, on 7th March 1876.

Teaching sequence
Age: Children/ Teenagers
Level: Any

Pre-task
Tell students to read the following extract and guess the object it refers to.

- I am appropriate for all ages.
- I can be small or big.
- I can be red, blue, white, black, white or any other colour.
- I have letters and numbers on my body.
- When I am tired, I want to sleep. But sometimes my friends want to keep on chatting or playing with me and they don't let me sleep.
- I feel stressed.

What am I? ___________________

You may write on the board some expressions suitable for this task:
- I think..., In my opinion....
- Is it a...?

Task
Choose one of your students. Tell him/her in a low voice that the passage describes a telephone. Tell the rest of the students to ask yes/no questions to find out what the object is.

Follow-up task
- Tell students to get together in groups and choose a smartphone model.
- Have them write a description similar to the one in the pre-task.
- Then, tell students to exchange descriptions with another group.
- The first group who guess the model wins.

Age: Teenagers/Adults
Level: Any

Pre-task
Write the following words on the board and tell students to find a connection among them: deaf- telephone- inventor- hearing disability- scientist- Alexander Graham Bell- elocution- speech engineer.

Brainstorm possible connections and jot down some ideas on the board.

Extra teaching resources
- http://en.wikipedia.org/wiki/Alexander_Graham_Bell (to have access to a complete and detailed biography of Alexander Graham Bell).
- http://www.history.com/topics/inventions/alexander-graham-bell (a video which summarizes the invention of the telephone. It is suitable for teenagers and adults at a pre-intermediate level).
- https://www.youtube.com/watch?v=TrLObtDvs8a (a video that summarizes the invention of the telephone. It is suitable for children, teenagers and adults at an elementary level since it illustrates the explanation with clear drawings).

Did you know?
- Bell considered his own invention, the telephone, an impediment to work efficiently, so he refused to have a telephone in his office.
At **EDIBA Player** you can find

- **Magazines**
  - New and previous editions and specials
  - Top picks
    - Photocopiable
    - Posters
    - Supplements

- **Multimedia kits**
  - Activities and projects
  - Workshop activities
  - Multimedia games
  - Videos
  - Fotocopiables

**Remember:** some resources are free and some have a fee.

EDIBA Player is a **free app**

*safe mode of purchase by [PayPal](#)

**EDIBA Player** is a free application that will allow you to get access to all our resources from your PC.

You no longer have an excuse, access to all your favourite magazines and many other resources through **EDIBA Player**.

Descárgala en [www.player.ediba.com](http://www.player.ediba.com)