

Unit **1**

Endearing animals

Introduction to the unit

- ★ The topic of this unit is about animal stories.
- ★ Animals play an important role in our lives. They are humans' friends. However, many animals are suffering from people's maltreatment and ignorance. The living conditions of wild animals are greatly damaged by human activities. This unit is intended to arouse our awareness of protecting those endearing animals around us.
- ★ The *Reading* section tells us a moving story between a cat and a dog. They two live in harmony and love and care about each other deeply. This story may lead us into deep thinking of how humans should treat people and animals around.
- ★ The featured activities are in the *Project* and *Extension* sections. The *Project* asks students to design posters for animal protection. The *Extension* section provides an interesting story narrated by a cat. You will learn what we human beings are like in a cat's eyes.
- ★ Language focus
 - Grammar:** Gerunds and present participles
 - Vocabulary building:** British and American English
 - Important words and phrases:** curl up, dampen, declaw, diaper, endearing, from head to toe, gain and grow, littermate, nuzzle, routine, sole, starvation, stroke, trim, tuck, vet, whine

Around the topic

1 Your ideas

Divide students into groups of four or five for the discussion. Read the instructions to the whole class, and provide some background information if necessary. Encourage students to express their own opinions. If there are conflicting opinions, you may ask them to debate. Make your class as lively as possible.

2 Vocabulary

Give students a few minutes to do the exercise first. They may use dictionaries if necessary. The most important point is that students should know that grown-up animals and baby animals have different names. Below are the answers:

1. e 2. h 3. b 4. i 5. g 6. d 7. c 8. a 9. f

3 Listening and speaking

(1) Ask students to read the questions first. Then play the recording and encourage them to take notes while listening.

(2) Ask students to compare their answers before you check the answers with the whole class.

A.

Answers

Becky: a good friend of the speaker

Hazel: a pig adopted by the speaker

Harry: a pig adopted by Becky

B.

Answers

1. The unexpected birthday gift is a pig adopted in the name of the speaker.

2. She has floppy ears, and is very funny-looking, but in the most adorable way.

3. Because they have strong determination to live. They would run away and hide once people on the farm wanted to kill them for pork.
4. The farmers decided to find people to adopt the animals in their farm.



Scripts

I recently celebrated my 20th birthday, and one of the gifts I received was really unexpected—a pig! Okay, I didn't physically get a pig, but my wonderful friend Becky sponsored a pig, Hazel, at Farm Sanctuary in my name. Also, she got another one named Harry for her. It was such a wonderful gift. Anyway, this week I received my “adoption” packet about Hazel, a floppy-eared pig. She is very funny-looking, but in the most adorable way.

Like other pigs, Hazel and Harry were destined to be killed for pork. But when it came to that time, they would run away and hide. Harry and Hazel were not only friends, but creatures with a desire of their own, namely the desire to hold onto their dignity and their lives. Because of Hazel and Harry's strong determination to live, these former farmers completely changed their ideas. They decided to find people to adopt the animals in their farm. How inspiring is that!

So, thanks to Becky for giving me such a wonderful gift and for helping Farm Sanctuary to do its amazing work. And thank you, Hazel, for making such a huge difference in my life. I hope I get to meet you soon.

4 A quiz

Ask students to do the exercise first based on their knowledge and then have them compare the answers with their partners. They may have a brief discussion. After they finish, you may give them the answers.

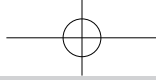
Answers

1. c 2. a 3. f 4. b 5. g 6. e 7. d

Reading

1 Pre-reading tasks

Read the instructions as a class. Divide students into groups, and ask them to discuss the



questions. Activate their knowledge and encourage them to share their opinions with each other. Pick some volunteer students to answer these questions as representatives of their groups.

2 Reading comprehension

A.

Ask students to read the text and put these sentences back into it. Remind them that they should pay attention to the line of thought and the context.

Answers

1. c 2. e 3. a 4. b 5. d

B.

Students should read the text again while bearing the questions in mind. They may talk about these questions in pairs. Check the answers with the whole class after they finish the discussion.

Answers

1. She was very small, perhaps two ounces in weight, and every bone showed through her paper-thin skin.
2. The author took Sammy home and gave her special care. She often carried her, wrapped in a diaper, inside her pocket so Sammy would be warm and feel the movement outside.
3. Brandy followed the author everywhere, often nuzzling the pocket in which Sammy slept. When Sammy was in the author's lap for a feed, Brandy would stand there watching and then wash her from tiny head to toe. Also, he put Sammy under his chin to give her warmth.
4. Sammy's behaviours were more like a dog than a cat. Sammy responded to her name as any dog would. She came when called, and ran to the door with the dogs when someone came in. She sat and begged for food as they did. She got along well with all the dogs, and played with the newest puppies.
5. Because Sammy was reared by Brandy, and after Brandy's death Sammy began to mother the newborn pups.

C.

This exercise is designed to help students understand the implied meaning of some sentences taken from the text. Ask them to understand these sentences according to their contexts. Try to infer the intended purposes of the author.

Answers

1. In the cat's eyes, my son was her favourite person, and Brandy, the dog, was the one who could protect her and was highly respected by her.
2. She knew how to show her care for the children and prevent hurting them by her claws and nails. So I don't have to declaw her though I trimmed her nails.
3. It is an unusual case that she could survive. It is something uncommon.
4. She would have died if there had not been this dog who took good care of her.
5. The cat was reared by the dog. Now the cat took care of the pups. This is a cycle of love. The author was very happy to see this situation and thought it was a heart-warming event.

Language points

1. dampen v.

1) to make something slightly wet

e.g. *Dampen* the soil a little before you put the seeds in.

The rain had *dampened* the tent so we left it to dry in the afternoon sun.

2) to make feelings of excitement or enjoyment less strong.

e.g. Nothing will *dampen* her enthusiasm in promoting "green eating".

2. declaw v. to remove the claws

e.g. The dog needs *declawing*, or it may hurt children.

Sometimes the pets don't like *declawing*. We have to force them to do it.

3. diaper n. a piece of soft cloth or paper put between a baby's legs and fastened around its waist to hold liquid and solid waste

e.g. When the baby cries, you should check her *diaper* first to see if it is wet.

The baby was wearing a disposable *diaper*.

4. endearing adj. inspiring affection

e.g. Shyness is one of her most *endearing* qualities.

He had a boyish, slightly dreamy look that was very *endearing*.

5. littermate n. a member of a group of baby animals that a mother gives birth to at the same time

e.g. This doggie is the strongest one among all his *littermates*.

6. nuzzle v. to gently rub or press your nose against someone to show you like them

e.g. The horses were *nuzzling* up against each other.

Evan leaned forward and began *nuzzling* her shoulder.

7. routine adj. regular; according to what is always habitually done

e.g. You mustn't worry. These are just *routine* enquiries.



Despite these problems, *routine* work is continuing.

8. **sole** *adj.* being the only one

e.g. The story was published with the *sole* purpose of selling newspapers.

He is the *sole* survivor of the crash.

9. **starvation** *n.* suffering or death caused by lack of food

e.g. Thirty million people die of *starvation* each year.

A global fall in the price of rice spread hardship and even *starvation* to many parts of Asia.

10. **stroke** *v.* to move your hand gently over something

e.g. He reached out and *stroked* her cheek tenderly.

He lifted her face and *stroked* her hair from her eyes.

11. **trim** *v.* to make something neat or smooth by cutting away irregular parts

e.g. I have my hair *trimmed* every six weeks.

Peter was *trimming* the lawn around the roses.

12. **tuck** *v.* to put something into a convenient narrow space

e.g. He *tucked* the newspaper under his arm and walked on.

She *tucked* an unruly lock of hair behind her ear.

13. **vet** *n.* someone who is trained to give medical care and treatment to sick animals

e.g. Could you call the *vet* and ask him to come to the farm? I'd like him to have a look at one of the horses.

Jane's taking her kitten to the *vet*.

14. **whimper** *v.* to make low crying sounds

e.g. The little dog *whimpered* when I tried to bathe it.

"It's not my fault," she *whimpered*.

15. **whine** *v.* to make a long high sad sound

e.g. "I don't understand," *whined* Rose.

He could hear the dog *whining* behind the door.

3 Vocabulary and structure

Ask students to finish the exercises independently beforehand. Check their answers in class. Give some explanations if necessary.

A.

Answers

1. h 2. a 3. e 4. d 5. i 6. g 7. b 8. c 9. f 10. j

B.**Answers**

- | | | | |
|---------------------|--------------------|------------------|-------------------------|
| 1. curled up | 2. went by | 3. carry on | 4. responded to |
| 5. from head to toe | 6. To her surprise | 7. gain and grow | 8. In the last stage of |

C.**Answers**

1. People living in blocks of flats often complain about loneliness.
2. Letters posted before 5 p.m. should arrive the next day.
3. The train standing on Platform 5 is for London.
4. Firemen have rescued passengers trapped in the accident.
5. It took these workmen days to clear up the litter dropped by the crowds.
6. They live in a lovely house overlooking the River Thames.

4 Writing

This writing task aims to encourage students to think about issues from two sides. There have been a lot of debates about whether students should be allowed to keep pets in their dormitories. Ask students to choose their side first, then present their reasons for doing so. You may also leave the writing task as homework. Ask them to search more information on the Internet about this issue. Check their work in the next class.

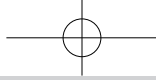
Language in use**1 Test your grammar**

The aim of this section is to make students aware of the differences between gerunds and present participles.

Answers

Gerunds: flying saucer (飞碟, 不明飞行物), flying suit, sleeping-pills, the waiting room, running track (跑道), working conditions, living standard

Present participles: sleeping baby, the waiting crowd, running water, the working personnel, a living language



2 Grammar development: *Gerunds and present participles*

Briefly explain the grammatical differences between gerunds and present participles according to the notes. Then ask students to finish these exercises. Check their work when they finish.

A.

Answers

1. *Finding*: gerund
2. *repainting*: gerund
3. *leading*: present participle
4. *walking*: gerund
5. *singing*: gerund
6. *talking*: present participle
7. *encouraging*: present participle
8. *collecting*: gerund
9. *Opening*: present participle
10. *cooking*: gerund

B.

Answers

1. *mentioning*: gerund as an objective
2. *hanging*: present participle modifying “picture”
3. *standing*: present participle modifying “people”
4. *stating*: gerund as an objective
5. *Lowering*: gerund as a subjective
6. *hiking*: gerund as an attributive
7. *flattering*: present participle modifying “words”
8. *cooking*: gerund as a subjective

C.

Answers

- | | | | |
|------------------------------|-------------|-------------|---------------------|
| 1. thinking; not to leave | 2. waiting | 3. going | 4. to type |
| 5. to have already succeeded | 6. crying | 7. watering | 8. sitting; talking |
| 9. holding | 10. Hearing | | |

3 Vocabulary building: *British and American English*

Read the introduction to students and ask them to pay attention to the differences between British English and American English. Give students a few minutes to finish the exercises first, and then check their answers.

A.

Answers

British English

holiday
luggage
motorway
pants
petrol
pub
shop
sweets
taxi
underground

American English

subway
vacation
baggage
freeway
shorts
gas
candy
cab
store
bar

B.

Answers

British English	American English
autumn	<i>fall</i>
<i>cheque</i>	check
flat	<i>apartment</i>
<i>film</i>	movie
cupboard	<i>closet</i>
dustbin	<i>garbage can</i>
post	<i>mail</i>
<i>ground floor</i>	first floor
<i>lift</i>	elevator
lorry	<i>truck</i>

Project

This project has two purposes. One is to enhance students' awareness of animal protection. The other is to tap students' creativeness in designing posters. Read the instructions to students and have them work in groups by following the steps.

Extension

1 Comprehension

Answers

The owners	Descriptions
The first one	No detailed description. Moved to another country, and gave the cat to someone else.
The second one	He was good to the cat for a while. He wanted the cat to be calm and quiet and not bother him. Whenever it did something he didn't like, he'd put cold water in the bath and throw it in there.
The third one	Didn't mind what the cat did. He never got angry even it did something naughty. They had a lot of fun together.
The fourth one	The fourth owner is an old woman. She loves the cat very, very much. She's kind and gentle and gives it a lot of care and freedom.

2 Vocabulary check

1. c 2. a 3. e 4. f 5. g 6. d 7. h 8. b 9. i

3 Discussion

Ask students to choose one of the owners, and encourage them to make good use of their imagination according to the description in the text. Remind them they should tell the story from the first-person viewpoint. You may give them about ten minutes for group discussion.

Culture tips

The same animal words may have different connotations in English and Chinese. This is because they are closely related to the countries' tradition and culture. China and the Western countries are different in some cultural and traditional areas. People develop their different senses and understandings of the same animal words over the long history.

Read the passage to students and give explanations if necessary. The passage only provides a limited number of examples. You may ask students to search the library or the Internet to find more examples and share their research results with the classmates.

Learning to learn

Role-play activity is a useful way to practise English. This part provides tips for doing this activity. Ask students to read the tips and discuss in groups. They may express agreement or disagreement on the listed points. Get the feedback from students in the end.

课文译文

那些可爱的动物们

一天，我和往常一样去兽医那里看望一只小狗。我发现兽医的情绪很低落。因为我俩是挺好的朋友，所以我问他为什么这么闷闷不乐。他揽着我的肩，带我去看了一样东西。

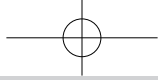
在医院的一个笼子里有一只小盒子，盒子里是一小团白色绒毛似的小东西，大约2盎司重，绒毛上面还覆盖着一块潮湿的棉布。我把小棉布掀开，看到了里面包裹的“宝贝”——这是我见过的最小的小猫。

她蓝色的眼睛微微睁着，应该至少有两周大了。透过薄纸片般的皮肤，每一根骨头仿佛都清晰可见。小家伙已经饿得奄奄一息，无力做出任何反应。她应该是和同窝出生的小猫们一起被遗弃的，她是唯一的幸存者。

我轻轻地摸了摸她，把她捧在手里，她没有任何反应。这时，我带来的那条柯利犬布兰迪开始呜咽悲嚎起来，我捧着小猫，把手放低到他面前。

布兰迪舔了舔她，惹得她柔柔地呜咽了一声。布兰迪是一只体型庞大的黑色柯利公犬。他曾经是一条表演犬，退役后成了首屈一指的看家犬。事实上，他已差不多是条盲犬。

我带着这个饥饿的小孤儿回了家。虽然我知道她活不了了，但起码不会孤零零地死掉。于是故事就这样开始了。我总带着这只小猫。用一片尿布裹着她放在我的口袋里。



这样我很容易抚摸到她，给她一些外界的刺激，同时她会很暖和并感受到外面的一些动静。

我无论走到哪里布兰迪都跟着，还时不时用鼻子蹭一蹭我放着小猫的口袋。当我把小猫放在大腿上喂食时，布兰迪先是在一旁看着，然后用舌头把她从头到脚舔得干干净净。

一个星期过去了，小猫活了下来……而且开始恢复，慢慢长大。

一天，给小猫喂完食后，我惊讶地看见布兰迪张开大嘴把她叼了起来放到了毯子上，然后他自己蜷在“萨米”旁边，正好把她藏在他的下巴下，让她在自己的皮毛下取暖。

就这样，萨米被一条柯利犬，一条失明了的公犬抚养着。她非常需要奶水的喂养，常常吮吸着布兰迪身上所能够到的任何一个部位，把他身上都吸出了水泡。但是布兰迪却宠着她，纵容着她的一切举动。

后来，萨米长得强壮了些，能用瓶子吃奶了。我不知道萨米眼里的布兰迪是什么样子，但他就是她的整个世界，她在他面前的举动就像个孩子一样。

萨米的头上和尾巴上开始慢慢长出了带颜色的毛，显示出这是只花斑猫，尽管她身上大部分地方都是纯白色的。等到完全长大，她也只有3磅重，是一只非常娇小的猫。

萨米听到自己名字时的反应和任何一只狗一样。你若叫她的名字她就会过来。只要有人进门，她就和其他狗一样迎上去。我在厨房做饭时，她会和小狗们一样，坐着讨吃的。她最喜欢的人是我的儿子，但布兰迪才是她的上帝！

屋里屋外都能看到一只大黑狗和一只小白猫形影不离。萨米和所有的狗都相处得很好，她还和新生的狗宝宝一起玩耍。萨米是唯一一只爬到我丈夫床上、椅子上和“大腿上”的动物。至于她是怎么做到这一点的，永远都没有人知道！她总是精神抖擞、四处嬉戏、乖巧可爱。萨米做了所有她能做的，看了所有她能看到的，把自己的生活过得无比充实。她非常喜欢小孩子，所以不用因为害怕她伤害到孩子而给她剪爪子。尽管如此，她的指甲还是被修剪得很整齐。萨米真的是只很棒的猫！

她和布兰迪都活了很久，也都活得很好。是不是因为有了布兰迪，她才变得这么与众不同呢？也许是。至少我对此深信不疑。她的生命是一份礼物……一个奇迹。如果不是布兰迪，她肯定已经死了。是布兰迪的爱让她重获新生。12岁的时候，布兰迪死了，萨米由此有了一些改变。她变得安静了许多。我猜可能是因为她长大了。我知道萨米非常非常想念布兰迪，因为总是能看见她在柯利犬的产仔箱里像妈妈一样照顾着新生的狗宝宝。

看来这个爱的循环会一直传递下去。目睹这一切又是无比地美好。