

# *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.
- *Reading A* tells us a moving story between a cat and a dog. They both 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. *Reading B* provides an interesting story narrated by a cat. You will learn what we human beings are like in a cat's eyes.
- The featured activity is in *Project*. *Project* asks students to design posters for animal protection.
- Language focus

**Grammar:** Gerunds and present participles

**Vocabulary building:** British and American English

**Important words and phrases:** dampen, diaper, endearing, littermate, nuzzle, routine, sole, starvation, stroke, trim, tuck, vet, whimper, whine;

bandage, cuddle, paw, purr, rescue, sniff, rip up

## 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.

#### Answers

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

### 3. Listening and speaking

Remind students that as they listen they should take notes and write down who or what these names refer to. If necessary, play the recording twice. Based on the listening material, organise a discussion on the speaker's birthday gift. 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 had 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 on 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 on 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 A

## 1. Pre-reading tasks

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 volunteers 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. The author often carried Sammy, wrapped in a diaper, inside the 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.

#### Suggested 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.

### Background information

#### 1. vet

A veterinary physician, colloquially called a vet, shortened from veterinarian or veterinary surgeon, is a professional who practises veterinary medicine by treating disease, disorder, and injury in non-human animals.

In many countries, the local nomenclature for a vet is a regulated and protected term, meaning that members of the public without the prerequisite qualifications and / or registration are not able to use the title. In many cases, the activities that may be undertaken by a veterinarian (such as animal treatment or surgery) are restricted only to those professionals who are registered as a vet. For instance, in the United Kingdom, as in other jurisdictions, animal treatment may

be performed only by registered vets, and it is illegal for any person who is not registered to call themselves a vet or perform any treatment.

As with other healthcare professionals, vets face ethical decisions about the care of their patients. Current debates within the profession include the ethics of purely cosmetic procedures on animals, such as declawing of cats, docking of tails, cropping of ears and debarking on dogs.

## 2. collie

The collie is a distinctive type of herding dog, including many related landraces and formal breeds. It originates in Scotland and Northern England. It is a medium-sized, fairly lightly built dog with a pointed snout, and many types have a distinctive white pattern over the shoulders. Collies are very active and agile, and most types have a very strong herding instinct. The collie type has spread through many parts of the world and has diversified into many varieties, sometimes with mixture from other dog types.

## Language points

### 1. dampen

**v.** 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. diaper

**n.** a piece of soft cloth or soft paper that is 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.*

### 3. endearing

**adj.** making someone love or like you

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

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

**4. 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.*

**5. nuzzle**

*v.* to gently rub or press your nose or head 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.*

**6. routine**

*adj.* happening as a normal part of a job or process

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

**7. 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.*

**8. starvation**

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

*e.g.* *About 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.*

**9. stroke**

*v.* to move your hand gently over something

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

**10. 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.*

**11. 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.*

**12. 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.*

**13. 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.*

**14. 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.*

**Sentence structure**

**1. Inside was a tiny bit of white fur, perhaps two ounces in weight, covered with dampened cotton. (Para. 2)**

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。

本句是主谓倒装结构。主语是位于连系动词was之后的句子内容。一般当主语带有较长的修饰语而谓语较短时，主谓要倒装，以平衡整个句子结构。

**e.g.** *Inside the pyramid are the burial rooms for the kings and queens.*

金字塔里面是国王们和王后们的藏室。



## 2. But for him she would certainly have died. (Para. 15)

如果不是他的话，她肯定已经死了。

本句中，请注意词组but for的用法。But for作“要不是，如果没有，倘若没有的话”解，用于引导含蓄的虚拟条件句。

*e.g. I had have been lost but for you.*

要不是你，我就走迷路了。

*But for the fog we would have reached our destination long ago.*

要是没有下雾的话，我们很早就到达目的地了。

### Chinese version

### 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，而她是唯一的幸存者。

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，退役后成了这一带首屈一指的看家犬。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，正好把她藏在她的下巴下，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，是一只非常娇小的成年猫。

萨米听到自己名字时的反应和狗一样。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。萨米是唯一一只只能爬到我丈夫床上、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。如果不是他的话，她肯定已经死了。是布兰迪的爱让她重获新生。她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继续下去。目睹这一切真是无比得美好。

### 3. Vocabulary and structure

This exercise is about vocabulary and structure related to the text. Ask students to finish them 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 pm 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. Ask students to debate about whether students should be allowed to keep pets in their dormitories in groups of three or four. Get class feedback when they finish. Explain the writing guidelines and instructions. Just give students a few minutes and ask them to read

by themselves. Then ask if they understand them well or if they have any questions. Ask students to choose their side first, and then present their reasons for doing so. Then ask them to write a short essay. If there isn't enough time in class, 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

Ask students to do this exercise first. After they finish, show them the answers. The aim of this section is to make students aware of the differences between gerunds and present participles and let them find out some grammatical rules by themselves.

#### Answers

**Gerunds:** flying suit, sleeping-pills, the waiting room, running track (跑道), working conditions, living standard

**Present participles:** flying saucer (飞碟, 不明飞行物), 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*: present participle

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

—————♦ 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*

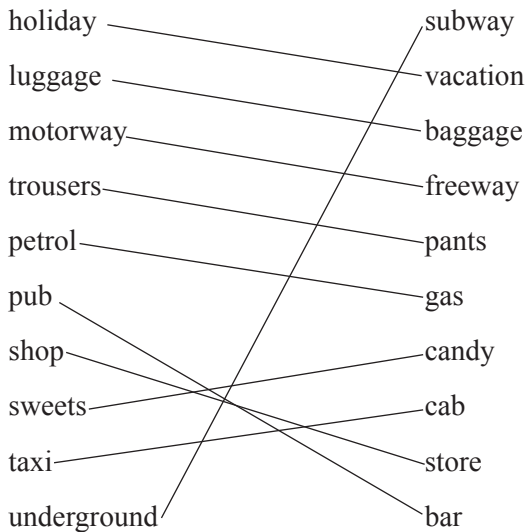
Read the introduction to students and ask them to pay attention to the differences between British English and American English. Give students a few minutes to finish the exercises first, and then check their answers.

→ A ←

Answers

**British English**

**American English**



→ B ←

Answers

British English	American English
autumn	<i>fall</i>
<i>bill</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>

## Reading B

### 1. Pre-reading tasks

Before reading the text, organise a pre-reading discussion activity, which can be done in a very light and lively atmosphere. Encourage students to take part in it actively and use their imagination. When they finish their preparation, pick up a few volunteers to present their ideas to the whole class.

### 2. Reading comprehension

Ask students to read the text by themselves and finish the reading comprehension questions. They may refer to a dictionary if necessary. Check the answers with students. Provide explanations if necessary. Touch upon the important expressions and grammar points in the text according to students' needs.



Ask students to read the text carefully and find out the required information to fill in the table.

#### Answers

The owners	Descriptions
The first one	No detailed description. The first owner 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 to 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.

## ◆ B ◆

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. After students have discussed with their partners, you may encourage students to talk and express their personal ideas.

**Background information****A rescue cat**

There are many reasons why a cat might end up at a rescue shelter. Worst-case scenarios include cats that have been abandoned and left to become feral, or cats which were treated cruelly until rescued by the authorities. But there are other circumstances: the cat's owner has emigrated and been unable or unwilling to take the cat with him or her; or the owner might have died leaving no one to look after the cat. Or the owner might have developed a strong allergy to the cat—or might simply have been unable to cope with some aspect of its behaviour. But whatever the reason, the cat has been separated from its family and its home territory. This is a traumatic experience which may well have shattered its self-confidence. It is therefore important that the cat should find a loving, stable home.

There are hundreds of cats in rescue centres, all needing good homes. Most rescue cats become great pets and deserve a second chance. With so many to choose from, there is certainly a cat which suits your life style and character, waiting for you to come and find her.

**Language points****1. bandage**

*n.* a narrow piece of cloth that you tie around a wound or around a part of the body that has been injured

*e.g.* *The injured arm was bound by bandage.*



**2. cuddle**

**v.** to hold someone or something very close to you with your arms around them, especially to show that you love them

*e.g. The little girl picked up her pet dog and cuddled it.*

**3. paw**

**n.** an animal's foot that has nails

*e.g. Our dog cut his paw on a piece of metal.*

*The cat rolled on to her side, stretched, and put a paw across her eyes.*

**4. purr**

**v.** if a cat purrs, it makes a soft low sound in its throat to show that it is pleased

*e.g. The tiny kitten approached the enormous bear and purred.*

**5. rescue**

**n.** when someone or something is rescued from danger

*e.g. Storms delayed the rescue of the crash victims.*

*Rescue workers arrived at the scene two hours later.*

**6. sniff**

**v.** to breathe air into your nose noisily

*e.g. Margaret sniffed miserably and nodded.*

**7. rip up**

to tear something into pieces

*e.g. Sue ripped his photo up into tiny bits.*

*I want to rip them up, stamp on them, and throw them out of the window.*

## Sentence structure

### 1. On days when he didn't go away to work, he would lie in bed and cuddle me until I was hungry and wanted breakfast. (Para. 6)

在他不需要离开家去工作时，他会躺在床上抱着我，直到我饿了想吃早餐。

On days后面接了由关系副词when引导的定语从句，when的先行词通常是表示时间的名词，此处的先行词是days。关系副词when在定语从句中充当时间状语。

*e.g. I still remember the day when I first met Jennifer.*

我仍然记得第一次见到珍妮弗的那一天。

*Next month, when you'll spend your summer holidays in your hometown, is approaching.*

下个月即将来临，到时候你们就要回家过暑假了。

### 2. Whenever I heard a particular tune come out of the box, I would run and jump onto his lap because that tune meant he would sit and watch the box, and he would cuddle me the whole time and I would purr very loudly. (Para. 7)

无论什么时候只要当我听到箱子里发出特别的曲调，我就会跑着跳到他腿上，因为那个曲调意味着他会坐着看那个箱子；而且，他会一直抱着我，我还会大声地发出呜呜声。

这是一个长句，whenever引导的是时间状语从句，because引导的是原因状语从句，而且这个原因状语从句是由三个并列结构组成的。

当whenever用作副词或者连词时，表示“每当；任何时候”。

*e.g. Whenever I hear that tune, it makes me think of you.*

每当听到那曲子，就让我想到你。

*Come and visit me whenever you want.*

你随便什么时候想来就来看我吧。

## Chinese version 我的名字是派

我的名字是派。我是一只救援猫。在我还是只小猫时，我的主人要去另一个国家生活，所以他把我送人了。有一段时间，新主人对我很好。我生病了，他带我去看兽医，还亲自给我包扎爪子，喂我吃药，确保我好起来。但是，后来事情变得糟糕起来。我是个精力充沛的家伙。我喜欢爬和玩耍。喜欢咬东西、撕纸，最重要的是，我喜欢拥抱。但我的主人并不喜欢这样。他希望我镇定、安静，不要烦他。每当我做了他不喜欢的事情时，他就会往浴盆里面倒冷水，然后把我扔进去，教我要守规矩。

一天，有两个人来到家里。我认出了其中一人是我主人的前女友。我喜欢她——她总是和我一起玩耍，还让我坐在她腿上。她是和另外一个男人，即她的朋友，一起来的；他把我带走了，因为主人不再喜欢我了。他把我放在一个篮子里，把我带到了他车上。我们在车上等了一会儿，直到那个女人上车。其间，他一直和我说话并抚摸我，尽管我在篮子里到处乱爬，他也并不介意。这就是我的第三个主人。

他把我带到他的公寓，把我从篮子里放出来。当我到处嗅来嗅去，到处探索时，他只是坐在那里，喝一杯热的、棕色的东西。他经常注视着我，跟我说话，冲我微笑。这挺奇怪的。甚至，当我爬上沙发、架子或者桌子时，他也不会生气。无论什么时候我靠近他，他都会发出人类那有趣的笑声，并抚摸我。

我主人大部分时间都会外出。我想，他也像其他人一样工作着。他总是在大约同一时间回到家；无论什么时候，他走进公寓的第一件事就是和我讲话和抚摸我。我很喜欢那样。

我尽可能表现乖一点；但是，有一天，我感到很无聊。我主人把一大卷白纸留在了桌子上，所以我开始把玩它。我想看看我到底能不能把它撕成许多小碎片，然后撒满整个房间。结果，我很成功。后来，我听到主人开门的声音。他打开门走进来，我猜想他应该会很生气。我不知道藏到哪儿去，所以我就很安静地坐着。他环视着房间四周，眼睛睁得大大的……然后他笑了起来，并且还笑了很长时间。他慢慢走近我，当时我很害怕他会把我放到浴盆里；但是，当他看到我害怕的样子时，他停了下来。他蹲下来，温柔地和我说话，然后慢慢地走向我，并把我抱起来。然而，他并没有把我放到浴盆里去；他只是抱着我、讲着话、安慰着我。我们一起玩起了纸。

我很爱我的第三个主人。他每天都工作，有时他会在家工作。在家工作时，他就会开着门，无论什么时候我想出去，都可以出去走走，并且见见大楼里其他的猫。有时，该醒来时他不愿醒来，我就会舔他的下巴。他并不介意我这么做。甚至，他会发出感谢的声音，因为如果我不那么做，他会迟到的。在他不需要离开家去工作时，他

会躺在床上抱着我，直到我饿了想吃早餐。

每隔七天，他就会在家待一整天。那些日子里，我们有很多时间在一起。为了保持健康，他会跟着音乐做有趣的动作；我也会加入他，试着去抓他的脚。那样做经常使他发笑。接下来，他会去洗澡，然后打开发光的箱子的开关、看一会儿。无论什么时候只要当我听到箱子里发出特别的曲调，我就会跑着跳到他腿上，因为那个曲调意味着他会坐着看那个箱子；而且，他会一直抱着我，我还会大声地发出呜呜声。

我们在一起生活了很长时间，后来我的第三个主人带着我一起去旅行。我不得不坐在一只我不喜欢的猫的旁边。她归我主人的女朋友所有。我们旅行了很久。主人使劲抱着我，后来，他离开了，把我留给了一位和他有血缘关系的稍微年长点儿的女人。她是我的第四位主人，我认为她也将是我最后的主人。她非常爱我。她既亲切又温柔；我想出去时，她会让我出去。她让我在她的床上睡觉，我可以吃美味的食物，拥有我需要的一切。我有一个大花园，我去空气清新的地方散步、看鸟、做我想做的任何事情；当回到家时，我就冲着门叫，她就会开门让我进来，还会拥抱我。我还有自己的垫子，它靠近一个大窗户，这样我看鸟时就不会感觉冷或者潮湿。

我的名字叫派，我很快乐。我是一只救援猫。

### 3. Vocabulary and grammar

Ask students to work on these exercises independently and check their answers when they finish.

————→ A ←————

#### Answers

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

————→ B ←————

#### Answers

1. hasn't                      2. am                      3. don't                      4. didn't  
5. have                      6. do                      7. did                      8. isn't

## C

**Answers**

1. He went to the rescue of a drowning child regardless of his own safety.
2. If we wrote, I think he would rip up the letter.
3. Tom was curled up on the sofa, smoking a cigarette and stroking his cat.
4. Take time to cuddle your child, to read to him, to play with him and to take walks with him.
5. The cat crouched down, ready to spring on the mouse.

**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.

**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 for more examples and share their 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.