

Reading • The ugliest animals?

Aim

Read a text for specific information.

THINK!

Read the question with the class and check that students understand *ugly*. Put students into pairs to discuss which animals in the box are ugly. You could ask them to list the animals in order, from ugly to not ugly. Ask pairs to report back to the class, and ask other students to say if they agree or disagree. Encourage as many students as possible to join in and express their opinions.

ANSWERS

Students' own answers.

Exercise 1

Ask students to read the three sentences and check the meanings of the words in blue. Read out the sentences and check that students understand everything. Read out the question and point out to students that for this task they need to think about the writer's point of view. Students read the text and answer the question. They can compare their ideas in pairs. Check answers with the class, encouraging students to point to sentences in the text which confirm the answer.

ANSWER

The writer agrees with sentences 1 and 3.

Exercise 2 1-33

Read through the sentences with the class and make sure students understand *rare*. Point out that for this task students need to read and listen carefully for specific information, to find out if the sentence is true or false. With **stronger classes**, you could ask students to correct the false sentences. Check answers with the class.

ANSWERS

1 True 2 False (It lives 1,000 metres under the sea.) 3 True 4 False (We often see information.)

Optional activity: Reading

Write the following questions on the board or dictate them to the class:

- 1 Where does the blobfish live?
- 2 Why is the blobfish famous?
- 3 How many species become extinct each year?

Students work in pairs to answer the questions from memory, then check their answers in the text. Check answers with the class.

3 READING • The ugliest animals?

I can read for specific information.

THINK! Look at the animals in the box. Which animals do you think are ugly?

eagle gorilla frog spider bat crocodile

BLOBFISH

we love you!

The blobfish isn't the most **beautiful** or **common** fish on the planet. It has a **dull** colour and you don't usually see it because it lives 1,000 metres under the seas near Australia.

But now through magazines and the internet, the blobfish is famous because people say that it's the ugliest animal in the world.

Every year, thousands of species of animals become extinct. We often see information about the biggest, the most interesting, the most beautiful and the most **colourful**, such as whales, butterflies or pandas. The weirdest or ugliest animals also need our help.

Are they really ugly? No, they're interesting and **rare**. The best idea is to protect all animals.



1 Check the meanings of the words in blue in sentences 1–3. Then read the text. Which sentences does the writer agree with?

- 1 It's important to **protect** all animals because they are **all** interesting.
- 2 It's best to protect the beautiful **species**, not the ugly ones.
- 3 A lot of **species** **become extinct** every year. Animals in **danger** need our **help**.

2 133 Read and listen to the text and write True or False.

- 1 The blobfish is quite rare.
- 2 The blobfish sometimes lives in rivers.
- 3 The blobfish is well-known through magazines and the internet.
- 4 There's a lot of information about pandas, but not whales.

3 VOCABULARY PLUS Use a dictionary to check the meanings of the words in blue in the text.

4 USE IT! Work in pairs. Do you know the names of any animals in danger? Do you think which ones are ugly and which ones are beautiful?

40 Wild life

ANSWERS

- 1 Under the seas near Australia
- 2 Because people say it is the ugliest animal in the world.
- 3 Thousands of species

Exercise 3 VOCABULARY PLUS

Students use a dictionary to check the meanings of the words in blue in the reading text. Discuss the meanings with the class. You could ask students to translate the words into their own language to check understanding.

ANSWERS

Students' own answers.

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Optional activity: Vocabulary plus

Students work in pairs to make pairs of opposites with the adjectives in blue. Check answers with the class.

ANSWERS

beautiful – ugly, common – rare, dull – colourful

Exercise 4 USE IT!

Allow students time to prepare their answers to the questions individually. They then discuss the questions in pairs. Ask some students to report back to the class, and discuss as a class which animals are in danger and which animals are ugly or beautiful.

ANSWERS

Students' own answers.

More practice

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Practice Kit