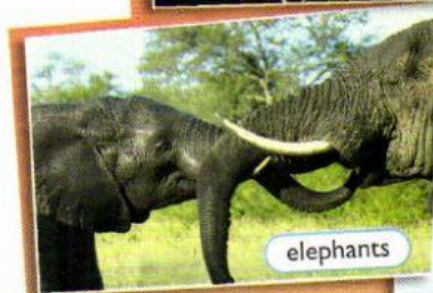
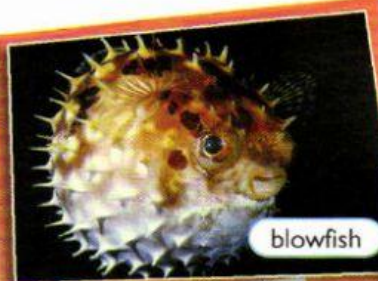


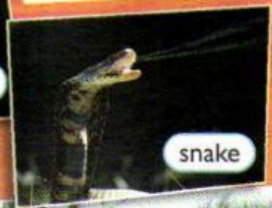
- Look at the animals in the pictures. Which animal seems to be on the attack? trying to scare something away? affectionate? playing? What helped you decide?
- Read the article and for gaps 1-12, choose A, B, C or D to complete each gap correctly.



elephants



blowfish



snake



horses

Animal Talk

Have you ever seen bees dancing, gorillas sticking out their tongues or horses rubbing noses? Well, you might be surprised to learn that these are not simply things they do to 0) **entertain** themselves or visitors at the zoo! They are actually very important 1) of communication. So, how exactly do animals use the different senses in order to speak to one another?

SMELL The sense of smell is the most basic way in which even the simplest of creatures communicate. Many animals, including humans, 2) scents to attract others to them for reproduction, to keep 3) predators or to attract prey, whereas others, such as ants, leave scents to show others where to find food. Sometimes, how these scents are detected can be quite incredible. Snakes, for example, use their tongues to pick up scent in the air, whereas sharks can detect blood in the ocean about one mile away!

SIGHT Many animals 4) wide use of body language in order to get their message 5) A female rabbit, for example, shows the white underside of her tail to tell her young to follow her to the safety of the burrow. In the same 6), bees perform a complicated dance to communicate the direction and distance of a food 7), while a blowfish blows up like a balloon to scare away predators. Meanwhile, gorillas stick out their tongues to show anger!

TOUCH It's not just humans that 8) hands when they meet – chimpanzees also greet one another by touching hands. Other animals use the sense of touch in order to show their feelings 9) one another. To show affection, for example, elephants link their trunks together, while horses rub noses and giraffes press their necks together.

SOUND We've all enjoyed waking 10) to the lovely sound of birds singing, but birds are not the only animals that use the sense of sound to communicate. The world's largest mammal, the whale, for example, has a complicated repertoire of low-frequency songs to communicate to others where they are and where there is food, sometimes 11) hundreds of kilometres. In fact, all sorts of animals use sound to speak in different ways. Elephants, for instance, trumpet in 12) of excitement or danger, male grasshoppers rub their hind legs over their wings to attract females and snakes and crocodiles hiss loudly to ward off intruders.

- | | | | |
|---------------|-----------|--------------|-------------|
| 0 A present | B perform | C enjoy | D entertain |
| 1 A processes | B schemes | C routes | D means |
| 2 A free | B release | C transfer | D supply |
| 3 A down | B over | C away | D up |
| 4 A make | B put | C have | D do |
| 5 A around | B across | C up | D forward |
| 6 A style | B form | C method | D way |
| 7 A means | B origin | C place | D source |
| 8 A shake | B shrug | C clench | D tap |
| 9 A at | B towards | C over | D against |
| 10 A by | B away | C over | D up |
| 11 A over | B for | C throughout | D during |
| 12 A minutes | B moments | C points | D stages |

- Listen as you read the text again. Tell your partner five things from the text that you found particularly interesting.

Project!

ICT Choose an animal and find information on the ways it communicates. You can visit this website: http://en.wikipedia.org/wiki/Animal_communication Write a short text about it. Present it to the class.

Use of English - Part 1

Read the text and complete gaps 1-7 with the correct form and tense of each verb in capitals.

A Sign of Growing Up

It was the first time that Kevin and John 1) to stay home without a babysitter. Their parents were going out for dinner to celebrate their anniversary and the boys would be on their own.

As Mr and Mrs Smith 2) out the door they told the boys once again that they expected them to behave themselves. The boys nodded their heads and told them they didn't need to worry.

The front door closed and John, 3) mischievously at his brother, said, "So, what do you want to do first?"

For a few moments Kevin thought about all the things they 4) do now that they were all alone. Then he came to his senses. He said to his brother, "You know, John, I 5) to convince Mum and Dad for months that we don't need a babysitter. I don't want to let them down."

John stared thoughtfully at his brother and replied, "You're right, Kevin. If we cause trouble, Mum and Dad 6) us alone again."

Kevin said, "Exactly, so let's prove they 7) wrong about us. I say we do our homework and then play some videogames."

ALLOW

GO

GRIN

CAN

TRY

NOT LEAVE

NOT BE

Part 2

Read the text and complete gaps 1-6 with the correct derivative of each word in capitals.

The Golden Age

The first half of the 19th century saw ground-breaking 1) in Russian literature. This period was the 'Golden Age' in which artistic 2) thrived. Romanticism, a genre of art, music and writing that focused on 3) emotions and the beauty of nature, was on the rise. The heroes and heroines of this style of writing often have a strong sense of being out of place in society and in many ways it was the 4) of the anti-hero. Two writers who were at the forefront of Russian romanticism were Pushkin and Lermontov.

Pushkin was an incredibly 5) writer. His use of everyday language in his poetry, plays and novels was quite original at the time, as was his ability to combine drama, romance and satire. Lermontov had only one volume of poems published in his lifetime, yet his works still speak directly to 6) despite a distance of almost two centuries. Both Lermontov and Pushkin died tragically in duels, but their genius lives on in the great works of the 'Golden Age'.

DEVELOP

CREATIVE

POWER

BEGIN

INNOVATE

READ

Part 3

Read the text. For gaps 1-7, choose A, B, C or D to complete each gap correctly.

Perceiving the Past

Memories are not always to be 1), thought Joanne as she sat in her sun-lit living room one Sunday afternoon. She had just been talking to her sister, Sherry, on the phone. The 2) had been about an event that had happened 30 years before. The strange thing was that the two sisters had very different memories of the event.

They had been talking about a dog and Sherry's 3) of it. Joanne had mentioned it because she thought it funny that Sherry, five years old at the time, had been so 4) by a tiny dog that was little more than a puppy. Joanne had finished relating her 5) of the story in which the dog playfully jumped up and licked their faces when she 6) that Sherry hadn't said a word and all she could hear was silence. Joanne thought that she had been cut 7), but then Sherry blurted out, "Are you mad? That animal was huge and vicious. Don't you remember? It attacked me!"

- | | | | |
|----------------|------------|------------|----------------|
| 1 A relied | B trusted | C depended | D counted |
| 2 A debate | B speech | C lecture | D conversation |
| 3 A fear | B fright | C scare | D panic |
| 4 A alerted | B alarmed | C warned | D worried |
| 5 A model | B kind | C version | D type |
| 6 A understood | B gathered | C realised | D comprehended |
| 7 A up | B off | C down | D out |