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学生用书

高等学校教材（英语专业用）

# 交际英语教程 核心课程（二）

李筱菊 主编

COMMUNICATIVE ENGLISH  
FOR CHINESE LEARNERS

CORE COURSE 2  
(UNITS 6-10)  
(REVISED EDITION)

CEFL

上海外语教育出版社



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副主编 萧惠云 王 虹

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UNIT 6

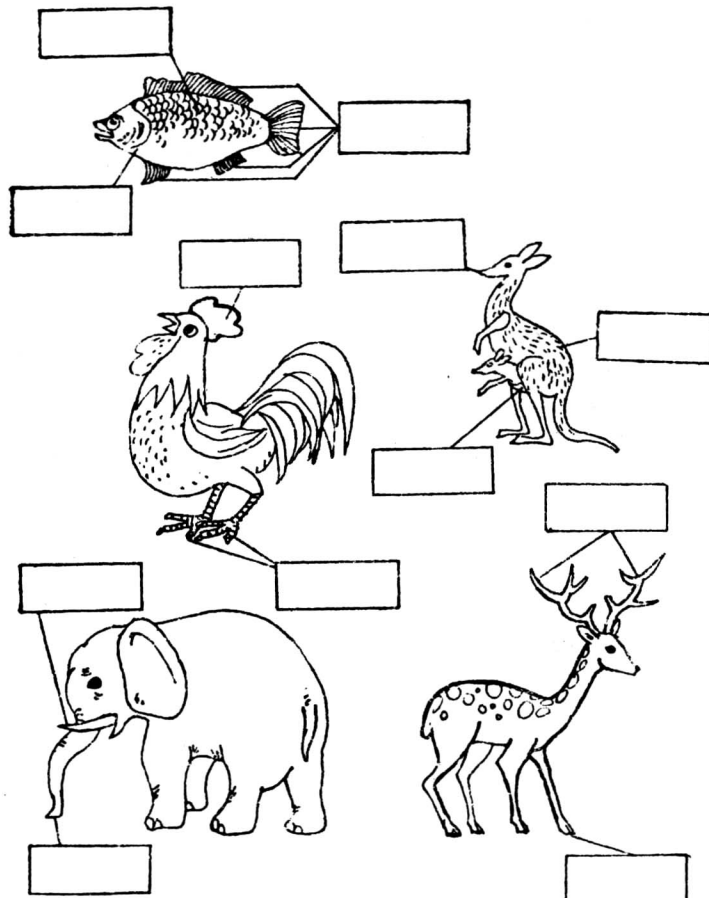
ANIMALS AND PLANTS

I ANIMALS

1 Parts of animals — dictionary work & information exchange

In groups of four try to label the parts of animals arrowed in the following pictures with the appropriate words from the accompanying list. Use dictionaries if necessary. Students A and B will label one set of pictures, while Students C and D label another set. Then exchange information.

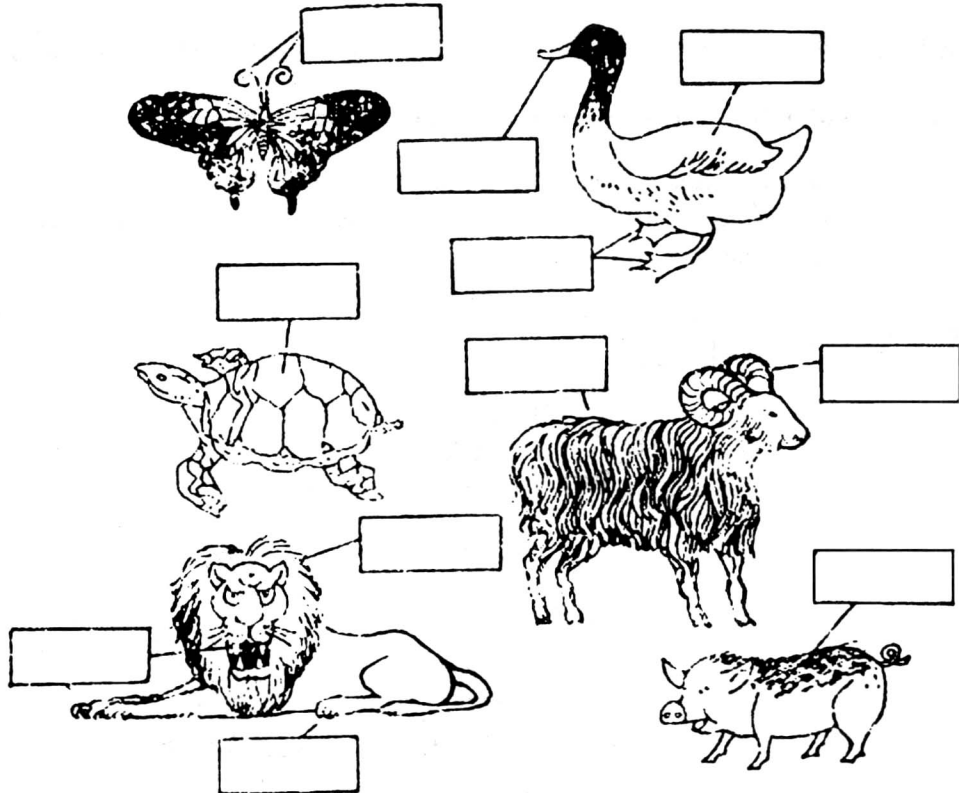
For Students A and B:



WORD LIST:

- |         |       |      |        |
|---------|-------|------|--------|
| trunk   | fur   | tusk | scales |
| antlers | claws | gill | fins   |
| muzzle  | pouch | hoof | comb   |

For Students C and D:



**WORD LIST:**

shell

wings

wool

horns

beak/bill

mane

webbed feet

bristles

fangs

feathers

antennae/feelers

paw



**2 Names of animals — identifying descriptions**

Work in pairs, Student A holding a list of descriptions of animals, Student B a list of animal names. A will read one description to B. B tries to guess its Chinese name, then find and read out its English name from his list. In the end A should have all the Chinese and English names written before each description, while B should have all the names in his list numbered according to the descriptions.

Change roles for the second round.

Your teacher will direct you to your worksheets.

**3 Classification of animals**

**3.1 Guessing meaning**

Below is a table giving the common classifications of animals. Are there words you do not know? You can certainly guess their meanings just by seeing their position in the table. Write the Chinese term for each of the nine classifications immediately under the English term.

<b>ANIMAL KINGDOM</b>						
<b>vertebrates</b>					<b>invertebrates</b>	
mammals	reptiles	birds	fish	amphibians	insects	other invertebrates
e.g. tiger	e.g. snake	e.g. swallow	e.g. shark	e.g. frog	e.g. ant	e.g. snail

**3.2 Classifying animals — group work**

Can you think of the English names of more animals to go under each of the classifications? Work in groups for 5 minutes and see which group produces the most animal names.

**3.3 Characteristics of some classes of animals — group work**

On the following page is another chart which shows the characteristics of different classes of animals. Work in groups to complete this chart. Ask each other questions like:

- Does a reptile have a backbone?
- How do you think a reptile breathes — with lungs or through gills?
- Do you know how many legs an insect has?
- Is a fish warm-blooded or cold-blooded?
- What is the body of an amphibian covered with?
- Do you think a bird is a flesh-eating animal or a grass-eating animal?

Argue among yourselves. You can write more than one answer in the chart. And if you are not sure put down a question mark.

Afterwards report the results of your group discussion to the class. See whether all the groups agree.

	back-bone	lungs	gills	limbs/legs	wings	blood warm/cold	body covering	carnivorous (flesheating)/ herbivorous (grass-eating)	other feature(s)
<b>mammals</b>	✓	✓				warm-blooded	hair	c & h	(1) most live on land, some in water (2) young are born live and fed on milk of the female parent
<b>reptiles</b>				some have 4, some without			scales	c & h	(1) creep or crawl on short legs (2) lay eggs
<b>birds</b>				2	2				Most can fly
<b>fish</b>				have fins instead	have fins instead				live in water
<b>Amphibians</b>									live partly in water & partly on land
<b>insects</b>		×	×	6			skin		most have antennae
<b>other invertebrates</b>		×	×				skin or shell	?	(1) some live on land some in water (2) some have a soft body, some have a shell

**3.4+ Writing a definition**

Here is a definition of a mammal written with information from the chart in Activity 3.3:

“A mammal is a warm-blooded, carnivorous and herbivorous animal which has a backbone, lungs and four limbs. Its body is more or less covered with hair and its young are born live and fed on the milk of the female parent. Most mammals live on land, while some live in water.”

Or you can make it entirely plural:

“Mammals are ... animals which ...” (You finish this!)

Now write definitions of reptiles, birds, fish, amphibians, insects and other invertebrates with information from the chart.

**3.5 Which class of animal does the bat belong to? — group work**

Here are some animals which are a little difficult to classify. Discuss the best classification in groups. Refer to the chart you completed in Activity 3.3 in your discussion.

bat	anteater
whale	shrimp
crab	tortoise
moth	spider
toad	penguin
earthworm	seal
oyster	leech
crocodile	caterpillar
silkworm	dolphin
bee	eel

**3.6+ Twenty questions — game**

You can do this as a game outside class. One person will think of an animal and others ask questions in order to guess it. The rule is that you can only ask yes/no questions and altogether only 20 questions.

### 3.7 An animal poem† — reading

When you read poetry, you sometimes have to guess the writer's meaning. But even if it is hidden, the clues can be exciting. Read this poem about an animal and find out what it is.

My body a rounded stone  
with a pattern of short seams.  
My head a short snake,  
retractive, projective.  
My legs come out of their sleeves  
or shrink within,  
and so does my chin.  
My eyelids are quick clamps.  
My back is my roof.  
I am always at home.  
I travel where my house walks.  
It is a smooth stone.  
It floats within the lake,  
or rests in the dust.  
My flesh lives tenderly  
inside its bone.

Can you write a short poem about an animal, and ask your classmates to guess what animal it is? Outside class, listen to a taped reading of the poem and read after it.

### 4 Dictionary entries about animals — reading

Read the following dictionary entries quickly and answer the questions.

**tadpole** n. The larva of certain amphibians, such as frogs and toads, having gills and a tail and living in water; as it matures, the gills and tail are lost and legs develop.

---

†The poem is by May Swenson, published in *Poems to Solve*, USA, 1966.

1. What is tadpole in Chinese?
2. Can you guess the meaning of “larva”? “mature”?
3. An amphibian has a larval phase of life. What other major classification of animal also has a larval phase of life?

**bird of prey** any of a number of flesh-eating birds, such as the eagle, hawk, owl, vulture, etc.

1. What is the Chinese equivalent of “bird of prey”?
2. Is the swallow a bird of prey?
3. Now that you know what a bird of prey is, can you guess the meaning of “beast of prey”?
4. Is man a “beast of prey”?

**dragonfly** n. A large, harmless insect with a long, slender body and four filmy wings; it flies swiftly and feeds on flies, gnats, etc.

1. What is the Chinese for “dragonfly”?
2. What does “feeds on” mean? Does the last sentence mean
  - dragonflies are like flies and gnats?
  - dragonflies eat flies and gnats for food?
  - flies and gnats eat dragonflies for food?
3. Look back at the chart in Activity 3.3. There you have the phrase “fed on milk”. Does “fed on” there mean the same thing as “feeds on” here?

**guinea pig** (so called prob. from being brought to England by ships plying between England, Guinea, and S. America). 1. a small, fat mammal of the rat family, with short ears and a short tail; it is domesticated and is often used in biological experiments; hence, 2. any person or thing used in an experiment.

1. What do we call “guinea pig” in Chinese?
2. Where do guinea pigs originally come from?
3. What does this sentence mean? — “The newspaper accuses the super powers of using the smaller nations as guinea pigs in their laboratory of world economics.”

Now look back at all the four entries and note the language form: What language features can you observe in the dictionary entries? When is the complete sentence form used and when is the verb-less noun phrase used?

**5\* Dictionary entries — dictation**

**6 MONOLOGUE 1: The evolution of birds**

You are to listen to a very short talk and take notes.

**6.1 Prediction**

Look at the title first and try to predict:

1. What “evolution” means (Have you ever heard of Darwin and his theory of evolution? Do you know anything about his theory of how men evolved from apes?);
2. What the talk might tell us (Tick the items you think likely and add others if you want.)

What birds evolved from

How birds evolved

What caused the evolution of birds

What changes in birds took place as they evolved

The effects of these changes

In what direction birds will continue to evolve in future

**6.2 Listening for specific information**

Listen to the talk once to check your predictions. Eliminate all the items in 2 above that the talk does not cover, and number the remaining items in the order in which the topics are covered by the talk.

Listen a second time specifically for the information given under each heading.

**6.3 Note-taking**

Complete the following outlines with the “answers” you’ve got while listening for the second time.

Birds evolved from \_\_\_\_\_.

Changes:

1. bodies covered with \_\_\_\_\_ rather than \_\_\_\_\_, effect:

1) makes them excellent \_\_\_\_\_

2) keeps them \_\_\_\_\_

2. a \_\_\_\_\_ with \_\_\_\_\_ sections, effect:  
became \_\_\_\_\_ -blooded

## 7 Animals on the move — reading

Read the following selection quickly. Try to do it in 1 or 2 minutes. Find out and write down your answers to the following questions.

1. Why do animals migrate?
2. What is the migration pattern of the salmon?
3. Why do Caribbean lobsters migrate?

We know that many animals do not stay in one place. Birds, fish, insects, and other animals regularly move to find food more easily, but others move to get away from places that are too crowded.

When cold weather comes, many birds move to warm places to find food. In the United States, for example, the robin lives in the north in the summer time, but it goes south in the winter time. The beautiful Monarch butterfly also goes south for the winter; it spends the winter in Mexico. The white stork goes all the way from Europe to Africa when the European winter arrives. The most famous migration is probably the migration of the salmon. This fish is born in fresh water, but it travels many miles to salt water. There it spends its life. When it is old, it returns to its birthplace in fresh water where it gives birth and dies. The whale breeds in warm water and moves to cold water to feed. In Scandinavia, the lemmings, which are small mice, leave their mountain homes when they become too crowded and move down to the lowlands.

Recently, scientists have observed the migration of a group of lobsters who live in the Caribbean Sea. Every year, when the season of stormy weather arrives the lobsters get into a long line and start to walk across the floor of the ocean. Nobody knows why they do this, and nobody knows where they go.

So, sometimes we know why humans and animals migrate, but other times we don't. Maybe living things just like to travel.

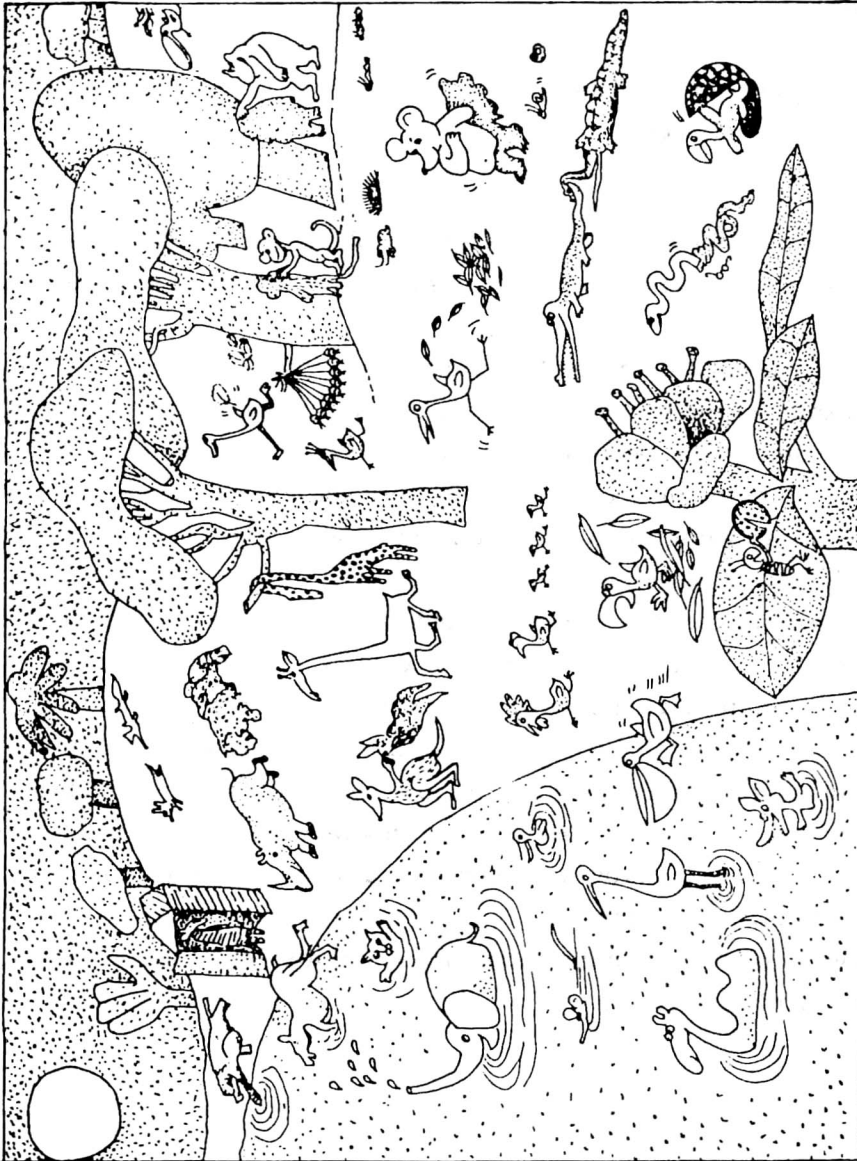
8\* An amusing cartoon — identifying

This cartoon is from a card sent as a letter.

What is happening?

Is it amusing? Why?/Why not?

Identify all the animals in the picture.





**9+ Pond fish — reading for main idea**

Read the following passage and try to write one sentence (using as few words as possible) to give the gist of each paragraph. Those for paragraphs 3 and 4 have been partially given for you. With the other paragraphs, lines are given to hint at the possible number of words.

Paragraph 1: \_\_\_\_\_.

Paragraph 2: \_\_\_\_\_.

Paragraph 3: There should be plants, sand, and small creatures in the pond, but not \_\_\_\_\_.

Paragraph 4: The most popular pond fish are the \_\_\_\_\_, the \_\_\_\_\_ and the \_\_\_\_\_.

**POND FISH**

Pond fish are very little trouble to keep. They breed easily and need hardly any feeding.

The pond should have both deep and shallow water. Fish like to have places where they can be in the light. On the other hand, the deeper water does not freeze so easily in the winter.

Water plants and sand will make the pond a better home for fish. If the pond is new, do not put in any fish for a few weeks. A few water fleas and snails are useful as live food. Clear away leaves and other rubbish that may foul the water.

The most popular freshwater fish is the goldfish. It was first bred in captivity in China. Other attractive pond fish are the Japanese golden carp and the golden or silver orfe.

**10 Comparing animals****10.1 DIALOGUE 1: Rabbits and hares**

Dr Harris is an Australian zoologist teaching at Nanjing University. One of the students, Xiao Li, comes up to him after a lecture which mentions rabbits and hares, and asks him about the differences between these two very similar mammals.

**1. Pre-listening**

Before you listen, do you know what differences there are between these two animals? Discuss your answer with your partner.