

# The human–animal bond

## Language

Vocabulary connected with animals, infinitives, prepositions and questions

## Level

Elementary to pre-intermediate and above (equivalent to CEF level A1/A2–B1 and above)

## Comment

This eLesson looks at examples of the human–animal bond.

## How to use the lesson

- 1 Set the context of the reading. Ask students to think of examples of humans and animals working together, either as a whole class activity or in pairs/small groups followed by class feedback. Tell students they are going to read a text about the human–animal bond. Check the meaning of *bond* or refer students to the Glossary.
- 2 Pre-teach any vocabulary necessary for the first reading task, eg *detecting cancer*, *landmines*, *dolphin* (exercise 1). Set exercise 1 and give a brief time limit, eg 1–2 minutes depending on students' level, to encourage fast reading. When the time limit is up, students can discuss their answers in pairs if appropriate. Take feedback.
- 3 Exercise 2 gives students practice in reading for detailed comprehension. If you feel your students might have problems with any of the words, you can refer them to the Glossary if appropriate. Students could compare their answers in pairs. Take feedback.
- 4 Exercise 3 focuses on infinitives. Students choose the infinitive to complete the sentence. You could let weaker students / groups refer to the glossary. Students could compare their answers in pairs. Take feedback. You could highlight the use of infinitives of purpose – to answer the question *Why*, eg *Why did we use dogs? To look after sheep and guard houses* (see answers below). With stronger groups you could highlight the use of *too* + adjective + infinitive, eg *rats are too light to set off the landmines* = they are so light that they don't set off the landmines.
- 5 Exercise 4 focuses on prepositions. Students complete the sentences using the correct preposition. This might be an appropriate time to tell / remind students to make a note of new vocabulary with any words which are typically used with them. You could highlight the use of adjective + *at* to talk about ability and ask students to think of further examples, eg *I'm good at art, and my brother is excellent at maths*.
- 6 Exercise 5 gives students practice of questions. Let students work in pairs to write the questions. You could give some pairs the first half of the text, and others the second, to avoid repetition of questions. Provide a time limit to add an element of competition. Monitor and assist with questions. Allow more time if students are really engaged. If appropriate, students regroup with another pair to ask their questions, which they should try to answer without reading the text. Monitor again and be prepared to give some post-task feedback on their question forms, particularly with stronger students.
- 7 Exercise 6 gives students personalised speaking practice about the human animal bond. Set the discussion task for small groups if appropriate. Take class feedback. If appropriate for your students, you could ask them to use the web to find other articles about the human–animal bond. They could then share what they've learnt in the following class or write a short text for homework. The best ones could be displayed in the classroom if appropriate.

## Reading eLesson

### Answer key

#### 1

- 1 fish
- 2 bird
- 3 dog
- 4 rat
- 5 horse
- 6 dolphin

#### 2

- 1 T
- 2 F (they cannot get inside the bees' nest without human help)
- 3 F (the dolphins leap into the air to signal to fishermen when to throw their nets)
- 4 T
- 5 F (it takes nine months to train them)
- 6 F (there is a long tradition in parts of the Middle East of using fish to treat skin problems)
- 7 T

#### 3

- 1 to look after (infinitive of purpose)
- 2 to guide (infinitive of purpose)
- 3 to signal (infinitive of purpose)
- 4 to find (infinitive of purpose)
- 5 to set off (*too + adjective + infinitive*)
- 6 to train (verb pattern: *train someone / something to do something*)
- 7 to treat (infinitive of purpose)
- 8 to use (*too + adjective + infinitive*)

#### 4

- |      |             |             |      |
|------|-------------|-------------|------|
| 1 as | 3 in / into | 5 from      | 7 on |
| 2 of | 4 at        | 6 in / into | 8 to |

- 5 Students' own answers.
- 6 Students' own answers / ideas.

### Related websites

The following websites might be useful for either you or your students.

<http://www.belfasttelegraph.co.uk/woman/something-fishy-afoot-pedicure-with-a-bite-hits-belfast-15026150.html> (fish pedicure)

<http://www.globalgiving.org/projects/herorats/updates/?subid=9759> (rats)

<http://www.bbc.co.uk/news/health-12322790> (dogs detecting cancer)

<http://www.telegraph.co.uk/earth/wildlife/8235027/Dolphins-honey-guides-and-golden-eagles-are-mans-best-friends.html> (dolphins and honey guide birds)

<http://www.livescience.com/11708-dog-sniffs-bowel-cancer.html> (dogs detecting cancer)