

- Why do you think dinosaurs died out?
- Would you like them to be alive today?

## LESSON 6. As dead as a dodo

**Communicative area:** listening for detail, talking about extinct animals and reasons for their extinction

**Active vocabulary:** become extinct

**Active grammar:** reasons for using passives

1. a) When did the dinosaurs die out? Do you know about other animals that have died out?

b) Work with a partner. Look at the pictures. Do you know the names of the animals? Have you ever seen them? Where and when?



c) What do you think the title of the lesson means?

2.  a) Listen to the Animal Planet programme. Match the animals with the pictures. Check the meaning of the lesson title.

 **b) Listen to the programme again. Make a similar table in your notebook and fill it in.**

Name of animal	When it became extinct	Why it became extinct	Additional information
...	...	...	...

**c) Use your notes and your memory to answer the questions.**

1. Which of the animals from the programme became extinct the earliest? Which – the latest?

2. Which of the animals became extinct because of the humans?

3. Why do many animals live in large numbers on our planet, and why are others dying out?

4. Which of the animals in the programme had stripes? Which of them were huge?

5. Which of the animals were birds? Which – sea animals? Which – marsupials? Which – mammals?

6. Which of the animals would you like to see alive? Why?

**3. a) Read the sentences from the programme. Use the example below to explain the use of passive or active forms in these sentences.**

**Example:** *The fire, warm clothes and stone knives were used by them to make life easier. – In an English sentence the most important thing – the subject – usually comes first. A passive form is used as we are not interested in who exactly used all these things, but we are interested in the things which*

*made people's life easier. The things are the subject of the sentence.*

***People hunted the animal to extinction.*** – *An active form is used, as we want to show the role of the humans in its extinction. The doer of the action is the subject of the sentence and it goes first according to the word order rules of English.*

1. The last quagga ['kwægə] was probably killed in the late 1870s.

2. It was called the Tasmanian tiger because of its striped back. It was also known as the Tasmanian Wolf. The last Tasmanian tiger was reported in 1936.

3. The sea cow was discovered in 1741 near the Atlantic coast of the Bering Sea. It was named after the naturalist Georg Steller, who was travelling with the explorer Vitus Bering. Much earlier in history the cow was found along the North Pacific coast from Japan to California. It was last seen in 1768. It is thought that small populations of the animals might have survived to the present day.

4. Thousands of giant deer were found in Eurasia [jʊə'reɪzə], from Ireland to east of lake Baikal. When found, deer skeletons were dated to about 7,700 years ago.

5. The Caspian tiger was a subspecies of tiger and it was found in Iran, Iraq, Afghanistan, Turkey, Mongolia, Kazakhstan, the Caucasus, Tajikistan, Turkmenistan and Uzbekistan until it became extinct in the 1970s. By the way, dying gladiators together with the worst criminals, slaves and early Christians were fed not only to the lions, but to Caspian tigers as well. It is believed that this beautiful wild cat can still be seen nowadays.

6. The dodo fed on fruit and built nests on the ground. The dodo was last seen in the 17<sup>th</sup> century.

**b) What are the names of these grammar forms?**

However, it **has never been proved**.

...and it disappeared because it **had been** excessively **hunted** by humans.

**4. Discuss with your partner.**

• What is the name of the animal in the picture? Where does it live?

• Turn the phrase ‘wanted alive’ into a full sentence. Why is this leopard wanted alive?

• What other animals are dying out on our planet? What animals are close to becoming extinct? Why?

• What can we do about it?

**Amur leopard – wanted alive!**



## LESSON 7.

## Past is history, future is a mystery

**Communicative area:** reading for detail; making guesses about the past and predictions about the future

**Active vocabulary:** invent, invention, 3<sup>rd</sup> forms of irregular verbs

**Receptive grammar:** the Future Simple Passive