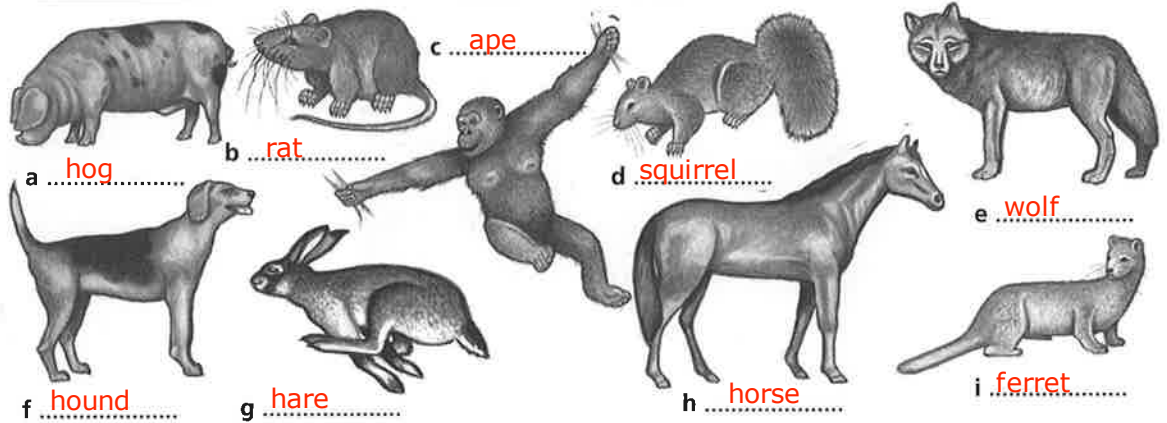


Horsing around

Animals

1a Label the animals below with the words in the box. Then answer the questions.

ape ferret hare hog horse hound rat squirrel wolf

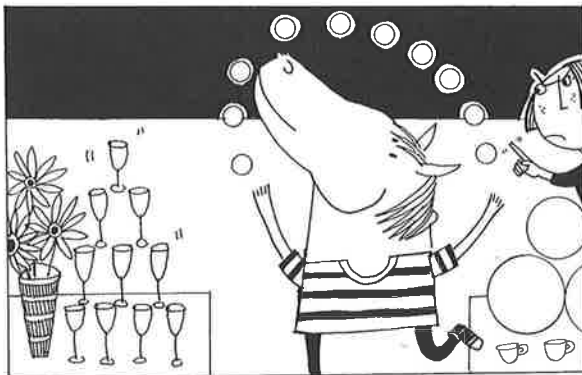


Is a hog a type of pig? Or is a pig a type of hog? **a hog: domesticated pig, esp. one over 120 pounds (54 kg) castrated and reared for slaughter.**
 Is a dog a type of hound? Or is a hound a type of dog?

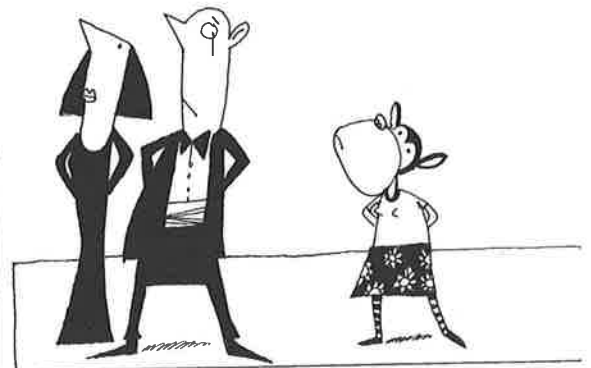
a hound: a dog that is used for hunting, especially one that tracks by scent (eg fox hound)

1b What habits and qualities do you associate with the animals in 1a? Discuss your ideas with other students. Do you all agree?

2a The animal words in 1a and 1b can be used as verbs or as part of phrasal verbs that describe different kinds of human behaviour. Look at these cartoons and complete each caption with an animal word.



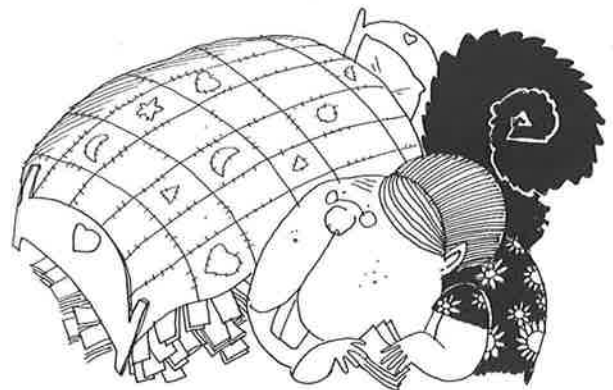
a 'Stop **horsing**... around or you'll break something!'



b 'She was always trying to **ape**..... those she felt to be her social superiors.'



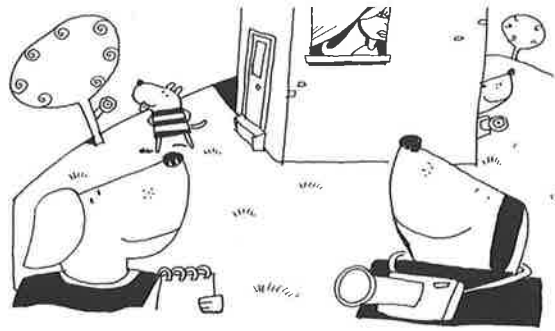
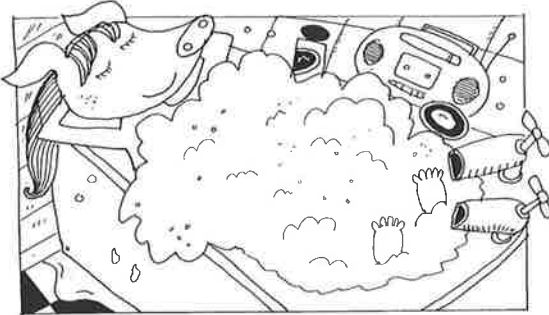
c The police arrested the man for smuggling after one of the gang **ratted**..... on him.



d She didn't believe in banks, and preferred to **squirrel**!... away all her money under her mattress.

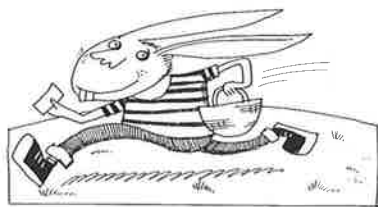
Horsing around

Animals



e What irritates me most about my teenage daughter is the way she **hogs**..... the bathroom for hours on end, so that nobody else can use it.

f She has been relentlessly **hounded** by the press since her marriage broke up.



g He went **haring**... off to the shops before I could even tell him what we needed.

h They were so hungry they that they **wolfed**... down their lunch in a few minutes.

i Years later, he managed to **ferret**..... out the details of his father's real name and date of birth!

2b Match the verbs in the box with the definitions below.

to ape somebody to ferret (something) out to hare off to hog something
 to horse around/about to hound somebody to rat on somebody
 to squirrel (something) away to wolf (something) down

- a to keep something in a safe place so you can use it later **to squirrel something away**
- b to run away very fast **to hare off**
- c to eat something quickly and in big pieces **to wolf something down**
- d to act or play roughly and noisily **to horse around**
- e to copy somebody's behaviour in a silly way **to ape somebody**
- f to betray somebody, especially by telling somebody in authority about something wrong that person has done **to rat on somebody**
- g to keep or use something selfishly **to hog something**
- h to discover a piece of information that is usually difficult to get **to ferret something out**
- i to keep following somebody and disturbing them **to hound somebody**

2c How many of the verbs in the list can you translate into your own language? Do they have the same meaning in your language that they have in English?

2d Complete the following paragraph in pairs by using at least three of the animal verbs from the list in 2b.

I'm glad that Bill Lane has finally left the company. I really disliked the way he was always hogging the one phone that we share in the office. He

[elicit examples from students]

This is an extension activity you might like to use, especially at this advanced level.

17 Mix me a metaphor (Extension)

Poem dictation

- Read out the following poem as a dictation for students. (First, read it at natural speed, then slowly line by line and finally at natural speed again.)

First Love

Sarah's my girlfriend,
Without her I feel
Like a ball with no bounce,
A shoe with no heel,
An up with no down,
A snow with no flake,
A fish trying to swim
In a waterless lake.
Sarah's my girlfriend,
Without her I fear
I feel that I'm nowhere,
Especially not here.

Brian Patten

- Write the correct version on the board, and instruct the students to correct their versions.
- Instruct students in groups to invent more metaphors to complete the sentence beginning 'Without her' (e.g. 'Without her, I'm a dog with no bone/computer with no hard drive/flower with no petals.')
- Ask students to write their own poems by ordering the lines they have invented in an appropriate sequence.

21 Rising to the top (Revision)

Picture discussion

- Collect about ten pictures of people that students will be able to discuss using the phrases connected with up = greater importance, down = lesser importance. e.g. somebody begging, a fallen dictator, a trendy young actress.
- Stick the pictures on the board, and ask students to discuss which phrases for up and down they might use to describe the people in the pictures.

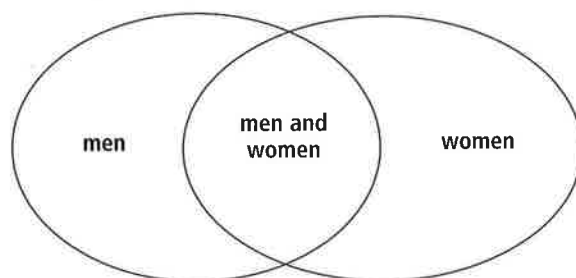
Writing a news story

- Give students a newspaper headline 'The rise and fall of Mr/Mrs/Ms/Dr ...'. Ask them to use their imagination to complete the headline and to write a news story to go with it. They should aim to include at least five phrases or expressions from this unit to complete the story.
- Students read their completed stories out to the class.

24 Horsing around (Extension)

Discussion about animal words

- Draw the following diagram on the board and ask students to complete it with adjectives from 3a and 3b. They can also add any other 'animal adjectives' in English used to describe people.



Men *bullish* Women *mousy, catty*
Men and women *cocky, mulish, sheepish, batty, crabby, ratty, owlish, piggy*

- Encourage discussion among students about the kind of adjectives used to describe women.
- Write this statement and question on the board: 'The "animal adjectives" that are used to describe women but not men reveal society's negative attitudes towards women. True or false?'
- Ask students to discuss the statement in groups before they talk about it as a whole class. They can then vote on whether they agree with the statement or not.
- If there is time, ask students to think about and discuss common animal adjectives and nouns used to describe men (e.g. *bullish, wolf, stag, swine, beast*). What do these terms tell us about society's view of men?
Note: Other words you may want to mention include *bitch* (a rude use, that is considered offensive by some people), *kittenish, sex kitten, cow* (an offensive use to describe a woman who is thought to be unpleasant and stupid), *shrewish* (an old-fashioned use for a woman who is considered spiteful and bad-tempered).
- Creating a cartoon strip**
 - Ask students to imagine they are creating a cartoon strip about modern-day society in which different kinds of people are represented by different kinds of animals. Either individually or in pairs they should suggest: **a** an environment, e.g. a pub, university, workplace; **b** a list of five or six characters, and their characteristics; **c** a list of animals to represent each character, and reasons why.
 - Students then present their ideas to the class. If you have any talented cartoonists in the class, they can then draw a wall poster of some of the characters for a classroom display.