



State of Libya
Ministry of Education
Curricula and Educational Research Centre

21st CENTURY

English for Libya

Preparatory 3

الاسبوع الثالث والعشرون

المدرسة الليبية بفرنسا - تور

Lesson 7: Different Animals

C21
SKILLS

A   Listen to three descriptions and match them to the pictures.

1



2



3



4



5



6



B  Describe the other animals.

Unit 3

C Look at the fact file. Ask and answer your teacher's questions about the underlined information.

Example: Where can Mediterranean monk seals be found?

FACT FILE

Animals of Libya

Along the coast of Libya you can still sometimes see Mediterranean monk seals, although they are now endangered animals.

Inland, in the Jebel Acacus region, there are some fennec foxes as well as gazelles, African wildcats and golden wolves. In the old days, according to the art on rocks in the area, there were African elephants and giraffes there, too. But the land was greener then and animals could survive there more easily.

A number of different rodents can be found in Libya, including the fat-tailed gerbil, mole-rats, bamboo rats, the North African elephant shrew and voles.

Birds

Near the coast, several species of birds can be seen, including American flamingos and birds of prey. There are other birds that travel through Libya on their way to or from other countries – these are called migratory birds. They include the Kentish plover and the European white stork.

Nature reserves

There are two famous protected nature reserves in Libya – the Benghazi Reserve and the Zellaf Reserve. They help to protect the 87 species of mammals and the 338 different species of birds that are recorded as living in Libya.



Active and passive

Several species of birds can **be seen**.

People **can see** several species of birds.

D Now do Exercises A to C on pages 38 and 39 of the Workbook.

Lesson 8: Things happen in nature for a reason.

C21
SKILLS

A Read the story and then try to answer these questions.



- 1 What dangers was the pregnant deer surrounded by?
- 2 Which of the dangers faced by the deer would you be most afraid of?
- 3 What happened to each of the dangers faced by the deer?
- 4 How did the deer face the negative thoughts and dangers?

In a forest, a deer is about to give birth. She finds a remote grass field near a strong-flowing river. This seems a safe place. Suddenly labour pains begin. At the same moment, dark clouds gather above and lightning starts a forest fire. She looks to her left and notices a hunter with his bow pointing at her. To her right, she spots a hungry lion approaching her.

What can the pregnant deer do? She is in labour! What will happen? Will the deer survive? Will she give birth to her fawn? Will the fawn survive? Or will everything be burnt by the forest fire? Is she going to be killed by the hunter's arrow? Will she die a horrible death at the hands of the hungry lion approaching her?

She is trapped by the fire on the one side, the fast-flowing river on the other. She is also boxed in by her natural predators. What does she do? She focuses on giving birth to a new life. Nature is balanced. The deer stays quiet awaiting what will happen. Lightning suddenly strikes and blinds the hunter. He releases the arrow which dashes past the deer and strikes the hungry lion. It starts to rain heavily. The forest fire is slowly doused by the rain. The deer gives birth to a healthy fawn. A new life begins.



In our lives too, there are moments of choice when we are confronted on all sides with negative thoughts and difficulties. Some thoughts are so powerful that they overcome us, making it difficult to think clearly and make sensible decisions. Maybe we can learn from the deer. The priority of the deer, in that given moment, was simply to give birth to her fawn. The rest was not in her hands. Any action or reaction that changed her focus would have most likely resulted in death or disaster. Next time you struggle with negative thoughts, ask yourself: Where is your focus? Where is your faith and hope? In the midst of any storm, do what you should do and have faith.

B Now do Exercises A to C on pages 40 and 41 of the Workbook.

Unit 3 Round up

- A**  Here are some of the things you practised in Unit 3. Discuss each item with a partner. Take it in turns to give another example.

Now you can:

- **form comparatives and superlatives of adjectives.**

cold	➡	colder	➡	coldest
useful	➡	more useful	➡	most useful
dangerous	➡	more dangerous	➡	most dangerous

- **make positive and negative comparisons with adjectives.**

A bear **is bigger than** a wolf.

Monkeys are **more interesting than** sheep.

Small cars are **less expensive than** big ones.

A wolf is **not as big as** a bear.

Snakes are **not as dangerous as** crocodiles.

- **compare present and past with *used to*.**

My country is greener than it **used to be**.

There is more wildlife than there **used to be**.

- **talk about things that may happen in the future.**

What **will happen** if people **continue** to grow taller?

We **will need** bigger houses.

And talking about things that are **not** very likely to happen.

What **would you do** if you **were bitten** by an animal?

I **would go** to a doctor.

- **express and (dis)agree with attitudes, feelings and opinions.**

I **like** spiders.

So do I.

It **would be good** if there was less pollution.

I **think so too**.

I **don't mind** spiders.

Neither do I.

- **use pronouns and possessive adjectives correctly.**

Subject	Object	Possessive adj.
I	me	my
you	you	your
he	him	his
she	her	her
it	it	its
we	us	our
they	them	their

Examples:

My friend lent me his pen and I forgot to give it back to him.

At Eid, we give presents to our friends and they give presents to us.

- **use passive forms.**

Traditional boats are used as transport.

Domestic buffalo are bred and raised.

Crops are grown.

Some sheep and cattle are kept.

- **and you can ...**



- understand spelling rules about double consonants.
- understand inferences in a text.
- practise stressing words correctly.
- practise punctuation.
- write a questionnaire.
- write a fact file about wildlife.

