

TEACHER'S NOTES

zonkey

www.macmillandictionary.com

Overview: Suggestions for using the **Macmillan Dictionary BuzzWord** article on *zonkey* and the associated worksheets

Total time for worksheet activities: 45 minutes

Suggested level: Upper intermediate and above

1. If you intend to use the worksheets in class, go to the *BuzzWord* article at the web address given at the beginning of the worksheet and print off a copy of the article. Make a copy of the worksheet and the *BuzzWord* article for each student. You might find it helpful not to print a copy of the Key for each student but to check the answers as a class.
2. If the members of your class all have internet access, ask them to open the worksheet before they go to the *Buzzword* article link. Make sure they do not scroll down to the Key until they have completed each exercise.
3. Encourage students to read through the questions in Exercise 1 before they look at the *BuzzWord* article. Ask them to read through the whole article carefully and answer the questions. Tell them to compare their answers with a partner. Then check the answers as a class.
4. Ask students to complete Exercise 2 independently and then compare their answers with a partner. Check the answers as a class.
5. As an opener to Exercise 3 and an aid to understanding, you might like to provide some simple images or photos of different animals such as a horse, cat, bird, fish and pig. Complete the exercise as a class activity and if students need extra support, start by labelling some of the words on the images to help them make the connection to the definitions. Possible follow-up activities could include the labelling of different animal pictures or a guessing game in which a student identifies one or two features of an animal and the others have to work out the animal they are describing, e.g. 'I have paws and whiskers, what am I?' (= cat).
6. All the words for baby animals in Exercise 4 have entries in the Macmillan Dictionary. Ask students to complete the exercise individually, starting with the words they know and then looking up any unfamiliar ones as necessary. Check answers as a class.
7. Exercise 5 explores some common conversational idioms based on animals. Explain to students that using idiomatic phrases like these can make conversational English sound more natural, but getting them wrong is a very obvious mistake! Ask students to complete the exercise in pairs. Explain that if they need to use a dictionary to help them, they should start by looking up the dictionary entry for the animal names, which function as key words for idioms like these. Check answers.
8. As a winding-up activity and/or homework, ask students to find further idioms or fixed phrases based on the words in the exercise or others animals of their choice and provide example sentences to illustrate how they are used.

Go to the **Macmillan Dictionary BuzzWord** article at:

<http://www.macmillandictionary.com/buzzword/entries/zonkey.html>

1 Find the information

Read the *BuzzWord* article on the word *zonkey* and answer these questions.

1. What are Ippo's parents called and what are they?
2. Where did Ippo's dad manage to go?
3. What is a *zebroid*?
4. What's the word for an animal which is a cross between a zebra and a pony?
5. Write down two other animals which have mated to produce a hybrid.
6. What was the reason for breeding a *cama*?

2 Comprehension check

Choose the correct answer according to the text.

1. Ippo was born ...
 - a. in Europe
 - a. in Africa
 - b. in a zoo
2. Zebroids always ...
 - a. look like zebras
 - b. look like horses
 - c. have stripes
3. A *zedonk / donkra* is a cross between ...
 - a. a female zebra and a male donkey
 - b. a female donkey and a male zebra
 - c. a female zebroid and a male donkey
4. The most successful coinages are ...
 - a. easy to spell
 - b. easy to pronounce
 - c. easy to write
5. Portmanteau words like *zonkey* ...
 - a. date back to the 19th century
 - b. are relatively recent
 - c. have been investigated by geneticists
6. Animal hybrids ... naturally.
 - a. never occur
 - b. often occur
 - c. rarely occur

WORKSHEET

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3 Describing animals

Match the definitions with the words in the box. There are two words you don't need.

beak	claw	feather	fin	hoof
paw	snout	tail	whisker	wing

1. the foot of an animal such as a cat or dog _____
2. the hard, pointed part of a bird's mouth _____
3. the long nose of a pig or a similar animal _____
4. the hard part of a horse's foot _____
5. one of several long, stiff hairs that grow near the mouth of a cat _____
6. a thin, flat part of a fish's body _____
7. a part of a bird or insect that moves up and down and allows it to fly _____
8. the sharp, curved part at the end of some animals' toes _____

Write definitions for the other two words that don't have a definition above.

word	definition
_____	_____
_____	_____

4 Whose baby is this?

Match the baby animals (a-h) to their parents (1-8).

- | | |
|----------|-------------|
| 1. duck | a. calf |
| 2. swan | b. piglet |
| 3. cat | c. foal |
| 4. cow | d. gosling |
| 5. goose | e. cygnet |
| 6. dog | f. kitten |
| 7. horse | g. puppy |
| 8. pig | h. duckling |



5 Animal idioms

Circle the correct word in *italics* to complete the idioms in the sentences.

1. A: Are you sure that Maria has got a new job?
B: Definitely, I heard it straight from the *dog's* / *horse's* / *lion's* mouth.
2. John's always grumpy when he's hungry. If he doesn't eat lunch he's like a *rabbit* / *cat* / *bear* with a sore head.
3. All the others were wearing jeans, so Alex felt like a *crab* / *duck* / *fish* out of water in her smart clothes.
4. Joe has made a complete *pig's* / *sheep's* / *goat's* ear of decorating the cake – it looks terrible!
5. She'd never been skiing before, but she took to it like a *crab* / *duck* / *fish* to water.
6. The party was supposed to be a secret, but Amy let the *tiger* / *cat* / *wolf* out of the bag.

KEY

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KEY

1 Find the information

1. Martin and Giada. Martin is a zebra and Giada is a donkey.
2. into the donkey stable
3. a zebra hybrid: an animal which is a cross between a zebra and another equine (= horse) species
4. *zony*
5. possible answers: lion+tiger (*liger, tigon*), lion+leopard (*leopon*), killer whale+bottlenose dolphin (*wholphin*), camel+llama (*cama*), grizzly bear+polar bear (*grolar bear*)
6. for the strength of a camel combined with the (cooperative) temperament of a llama

2 Comprehension check

1. a
2. c
3. a
4. b
5. b
6. c

3 Describing animals

1. paw
2. beak
3. snout
4. hoof
5. whisker
6. fin
7. wing
8. claw

4 Whose baby is this?

1. h
2. e
3. f
4. a
5. d
6. g
7. c
8. b

5 Animal idioms

1. horse's
2. bear
3. fish
4. pig's
5. duck
6. cat