

THE
ILLUSTRATED
ENCYCLOPAEDIA
OF UGLY
ANIMALS



Sami Bayly

TEACHERS RESOURCES

THE ILLUSTRATED ENCYCLOPAEDIA OF UGLY ANIMALS

Sami Bayly

Teachers Resources by Robyn Sheahan-Bright

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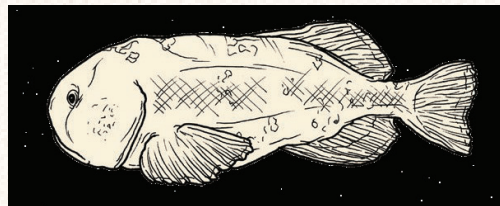
INTRODUCTION

Sixty supposedly 'ugly' animals are included in this extraordinary text. Sami Bayley seeks to celebrate the ugliest creatures in creation in her personal tribute to 'the beauty in the ugliness'. The Blurb reads:

'Marvel as you enter the hidden world of ugly animals in this gallery of the animal kingdom's most unusual and beauty-challenged species.'

Featuring sixty breathtaking scientific illustrations and facts about the thorniest creatures the natural world has to offer, this compendium of the unusual celebrates the beauty in ugliness. From the naked mole rat to the goblin shark, the northern bald ibis to the aye-aye, the sarcastic fringehead to the blobfish, it's time to let ugly shine!'

Sami Bayly has applied her extraordinary talents as a natural history illustrator, and her carefully researched writing to this topic, in a comprehensive text which will entertain, inform and inspire students to conduct further research into these and other creatures. She encourages readers to look closely at the wonders of nature and to really appreciate that beauty can be found even in the ugliest of animals.



THEMES & CURRICULUM TOPICS

Several themes and curriculum topics (for primary school students) are covered in this book which might be related to areas covered under: '**Australian Curriculum**' <<http://www.australiancurriculum.edu.au/>>

SCIENCE

UGLY ANIMALS

Each animal in this text is covered under the same headings; **Description, Conservation Status, Diet, Location/Habitat and Fun Facts**. In some cases an extra heading has been used, eg, **Close Relations** under 'American Manatee', Australian Brush Turkey, Blobfish and other entries.

ACTIVITY: After you have finished studying this book use these same headings to research another ugly animal which has not been included here.

ACTIVITY: Create a slogan and a poster aimed at educating the public about a particular ugly animal.

ACTIVITY: Study other books which focus on ugly animals and compare to this one. [See **Bibliography**.]

ACTIVITY: Quiz students re the scientific names of some of these animals, eg. What is an *Aulostomus strigosus*? Answer: An Atlantic Trumpfish.

ACTIVITY: Which of the ugly animals in this book are endangered?

DISCUSSION POINT: Several animals native to Australia are ugly or at least unusual in their appearance; e.g. The platypus, the echidna and even the kangaroo. Research ugly Australian animals as well.

THE LIFE CYCLES AND HABITATS OF ANIMALS

ACTIVITY: Study **metamorphosis**, and how some animals change during their maturation cycles, e.g. Monkey Slug Caterpillar.

ACTIVITY: Study how each of these ugly animals employ unique **survival skills** in order to avoid predators, or are predators themselves.

ACTIVITY: Camouflage is used by many of the creatures in this book, e.g. The Suriname Toad (p 116). Research the four main types of camouflage: Concealing Coloration, Disruptive Coloration, Disguise and Mimicry.

[See 'Animal Camouflage: Pictures and Information for Kids' *K5 Computer Lab* <<http://oakdome.com/k5/lesson-plans/powerpoint/animal-camouflage-pictures-and-information.php>>] Apply what you have learned to your observation of other ugly animals.

ACTIVITY: Research any other **special skills or features** which these ugly animals have developed for finding food, protecting their territories, and surviving harsh conditions.

ACTIVITY: Adaptation is evident in many animals, e.g. Several birds here have bald heads so that cleaning after eating isn't such a difficult task. Research adaptation in ugly animals.

STUDY OF SOCIETY AND ENVIRONMENT

THREATS TO WILDLIFE AND NEED FOR CONSERVATION

DISCUSSION POINT: Read about some of the threats to wildlife in the following quotes:

'The Antarctic Worm, for example: 'Due to their deep-sea habitat, it is believed that scale worms are threatened by similar dangers as blobfish and batfish (found on pages 37 and 98), for example trawling or changes in water temperature due to global warming.' (p 13)

'It's not just the fact that fish are being caught that has a negative impact on their numbers. The machinery and equipment used to retrieve them often destroys the surrounding environment. Ghost sharks can also fall victim to the parasites *Gyrocotyle rugosa* and *Callorhynchicola multitesticulatus*, which, depending on the level of infestation, can cause physical impairment, mechanical damage and harm to reproductive ability.' (p 22)

CLIMATE CHANGE

ACTIVITY: Whether human beings have created 'climate change' is a hotly contested subject about which climate change advocates argue with climate change deniers re human impact on biodiversity. Research this debate and write an essay outlining your findings.

ACTIVITY: Research the decline or endangered status of any ugly animal mentioned in this book, and whether scientists have discovered the impact of climate change or pollution on that animal.

ACTIVITY: The *Climate Change Authority* <<http://climatechangeauthority.gov.au/>> provides independent expert advice on Australian Government climate change mitigation initiatives. *The Climate Coalition* <<http://www.theclimatecoalition.org/>> is a UK group dedicated to action on climate change. How should our government be responding to combat climate change?

HUNTING VERSUS PROTECTION OF WILDLIFE AND MORAL ISSUES

ACTIVITY: Some animals are considered so dangerous to humans that they are hunted or killed. Research this topic further. Should we kill or remove such animals from their habitat simply because they pose a threat to human life?

ACTIVITY: Some animals (such as the Cane Toad) are considered pests, by humans, since they are considered detrimental to other forms of wildlife and therefore have confronted efforts to eradicate them. How do we balance an animal's right to live with their effect on our ecosystem?

VALUES

DISCUSSION POINT: Discuss the key values conveyed in this text.

ENGLISH LANGUAGE AND LITERACY

The text of this book might be studied in relation to the following aspects:

ACTIVITY: The entries on each ugly animal are written in third person, as an expository text. Invite students to write an expository text about any other animal which doesn't feature in this book. There are different types of expository writing, e.g. descriptive, sequential, cause/effect etc. [See **Bibliography**.] [See also **Visual Literacy** exercise below.] [See also **Worksheet 2** below.]

ACTIVITY: Test your students' comprehension by asking them questions about the written text. [See also **Worksheets 4 & 5**.]

ACTIVITY: Invite students to write an acrostic poem using the letters in 'Blobfish'.

ACTIVITY: Write a lyrical poem about an ugly animal using models written by published poets. [See **Bibliography.**]

ACTIVITY: The collective nouns for some of the animals in this book are included in the text. Discover other such collective nouns. [See **Worksheet 7.**]

ACTIVITY: Invite students to write a simple text as the basis for a picture book about an ugly animal of their choosing.

VISUAL LITERACY

The visual text in this book has been created by a natural history illustrator and she combines this with her written text to illustrate features of the various animals described.

ACTIVITY: The **cover** of the book depicts a number of ugly animals. What does this cover suggest to you about the book's content? What elements convey the message which Sami Bayly expresses in her introduction?

ACTIVITY: The **half-title** and **title pages** are without images. Draw an appropriate image to adorn either page.

DISCUSSION POINT: The **format** of the book is standardised with an image opposite an expository text. Create your expository text [See **English Language and Literacy** exercise above] with an accompanying illustration. Make a display of the texts and images created by each student. Copy them and make them into a class book.

ACTIVITY: The **medium** employed is watercolour. Sami is studying Natural History Illustration and uses a careful drawing style to document the features of each of these animals. Sami says on her website that, 'I am inspired by artists like William T. Cooper, Bernard Durin and other Natural History Illustrators, after seeing their work whilst growing up'. Research natural history illustration and study the work of other artists in this field. Then create your own detailed sketch of the animal you have written about in the exercise above.

ACTIVITY: Create a collage image of a Hellbender. [See **Worksheet 1** below.]

ACTIVITY: Encourage students to use critical literacy skills to unearth further meaning in this text, by looking closely at the images, explaining what they see, and then what the text says, and how the two texts add meaning to each other. [See also **Worksheet 3.**]

ACTIVITY: Invite students to illustrate the animal story they wrote under **English Language and Literacy** above. [Discuss the conventions of the picture book story format before embarking on this exercise.]

CREATIVE ARTS

There are many creative activities suggested by this text:

1. CRAFT: Make a **model** of any of the animals included in this text, eg. A Helmeted Guineafowl. [See **Bibliography.**]

2. **CRAFT:** Create an **Ugly Animals Mobile**. [See **Worksheet 6.**] [See **Bibliography.**]

3. **CRAFT:** Create a **mask of an Ugly Animal** using relevant materials such as feathers.

4. **MUSIC:** Watch this video: Mann, Jonathan 'Ugly Animals' (Song a Day #1616) YouTube June 5, 2013 <<https://www.youtube.com/watch?v=ek9k4dUHym0>> and invite students to write and perform their own Ugly Animals songs.

5. **CRAFT:** Create a **Diorama depicting a California Condor in its habitat**. [See **Bibliography** for relevant resources.]

6. **SCRIPT:** Create a **Book Trailer** to promote this book. [See **Bibliography** for relevant resources.]

LEARNING TECHNOLOGIES

ACTIVITY: Research topics suggested in these notes online.

MATHEMATICS

ACTIVITY: Have fun investigating mathematical facts about these animals, such as their population numbers, their longevity, how many eggs or offspring they produce, etc.



FURTHER TOPICS FOR DISCUSSION AND RESEARCH

- Visit Sam Bayley's website and view some of the other illustration projects she has engaged in.
- Students might research this book in comparison to picture books and non-fiction books such as those listed in the **Bibliography**.
- Investigate any other topic suggested by this text.

CONCLUSION

This is a gloriously illustrated and carefully researched book in tribute to some of the least loved and admired species in our environment. Sami Bayly has sought to redress their ignominy and to celebrate the fact that ugly can also be beautiful!

ABOUT THE AUTHOR/ILLUSTRATOR

Sami Bayly is a natural history illustrator based in Newcastle, Australia, who loves all things weird and wonderful. She finds the beauty in all animals regardless of their appearance, and hopes to share her appreciation with others. *The Illustrated Encyclopaedia of Ugly Animals* is her first book.

To keep up to date you can follow Sami on Instagram @samibayly and her website: <http://www.samibayly.com/>

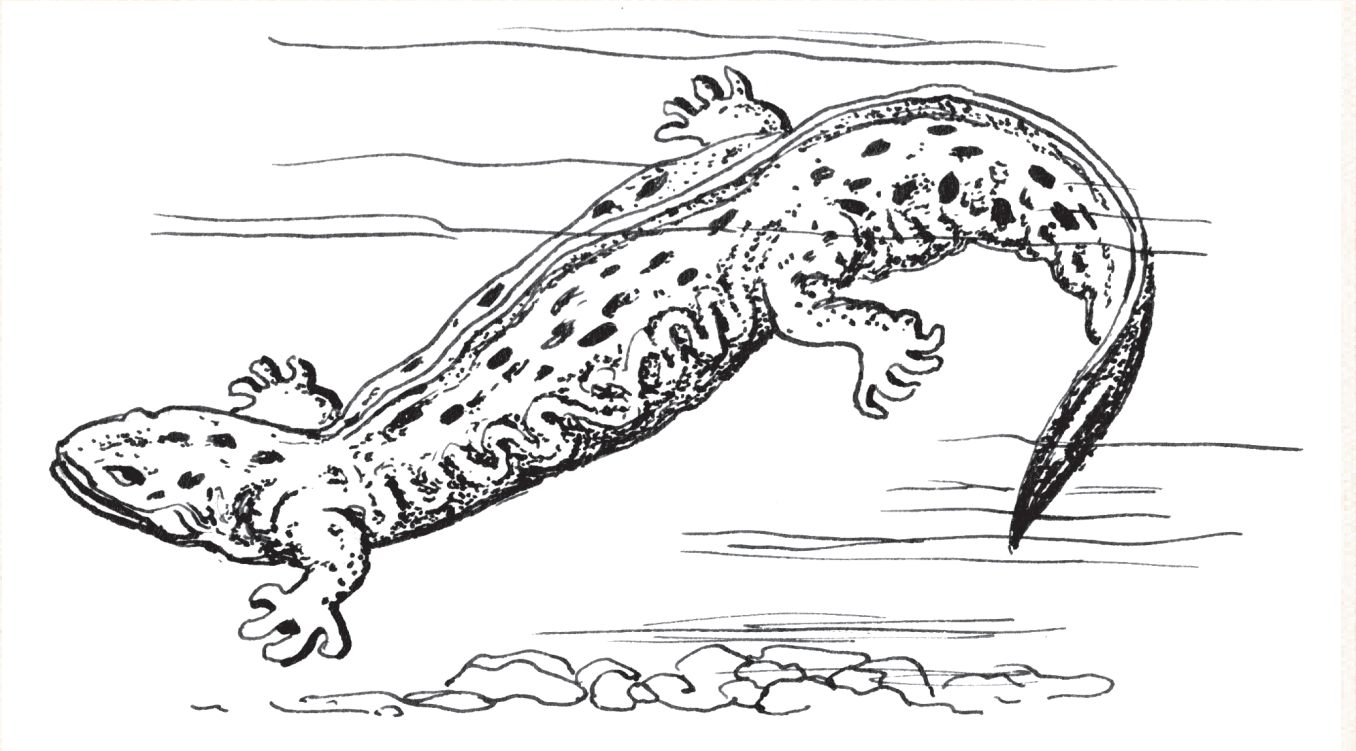
ABOUT THE AUTHOR OF THE NOTES

Dr Robyn Sheahan-Bright operates justified text writing and publishing consultancy services, and is widely published on children's literature, publishing history and Australian fiction. In 2011 she was the recipient of the CBCA (Qld Branch) Dame Annabelle Rankin Award for Distinguished Services to Children's Literature in Queensland, and in 2012 the CBCA (National) Nan Chauncy Award for Distinguished Services to Children's Literature in Australia, and in 2014, the QWC's Johnno Award.

WORKSHEETS

WORKSHEET 1 CREATE A COLLAGE OF A HELLBENDER

Enlarge this image to A3 on a photocopier and then encourage students to use a range of detailed materials, colour and texture, to make this collage, to achieve effect.



WORKSHEET 2 CREATE AN ALPHABET OF OTHER UGLY ANIMALS

Find animals which don't appear in this book and then write one 'interesting fact' beside it. (Enlarge this sheet to A3 on a copier to give you more space.)

	UGLY ANIMAL	INTERESTING FACT
A		
B	e.g. Bactrian Camel	
C		
D		
E		
F		
G		
H	e.g. Hagfish	
I		
J		
K		
L		
M		
N		
O		
P		
Q		
R		
S	e.g. Shoebill	
T		
U		
V		
W		
X		
Y		
Z	e.g. Zebra Shark	



WORKSHEET 3 IDENTIFY THIS UGLY ANIMAL

Name these animals, each of which is included in this book.

1.



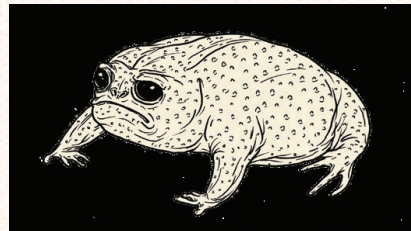
2.



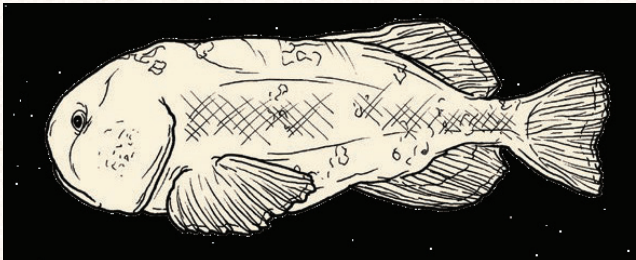
3.



4.



5.



6.



7.



8.



9.



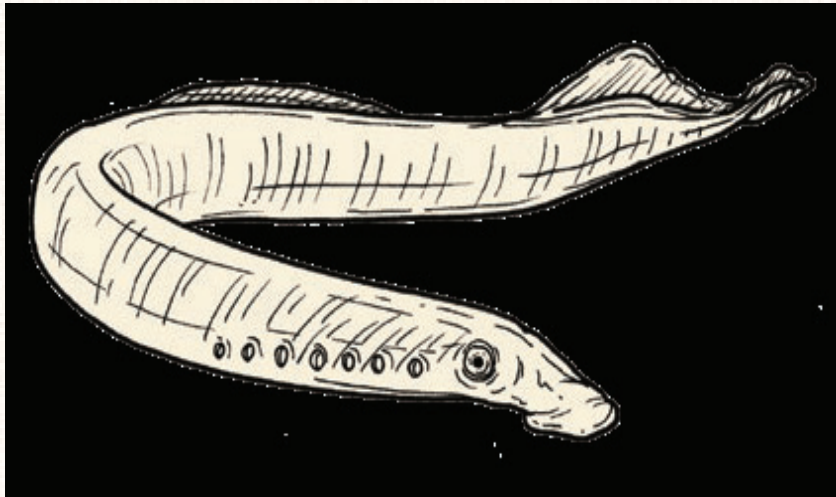
Answers: 1. Antarctic Scale Worm. 2. Atlantic Mudskipper. 3. Australian White Ibis. 4. Black Rain Frog. 5. Blobfish. 6. California Condor. 7. Helmeted Guineafowl. 8. Mexican Mole Lizard. 9. Southern Elephant Seal.

WORKSHEET 4 UGLY ANIMALS (GENERAL) QUIZ

1. Which of the animals in this book can live both in water and on land?
2. What does sexually monomorphic and diamorphic mean?
3. What is hermaphroditism?
4. What is an omnivore?
5. What is metamorphosis?
6. Which members of the ape family are included in this book?
7. Which of these animals have only a one-word name?
8. Which of these animals has a mythical creature included in its name?
9. Which of these animals has the word 'star' as part of its name?
10. What is a 'cartilarginaous' skeleton?

Answers:

1. Atlantic Mudskipper.
2. Monomorphic means that females and males look the same; diamorphic means that the two sexes look different.
3. They are able to self-fertilise, like the Tardigrada.
4. An omnivore is a kind of animal that eats either other animals or plants.
5. Metamorphosis is a biological process by which an animal physically develops after birth or hatching, involving a conspicuous and relatively abrupt change in the animal's body structure through cell growth and differentiation.
6. Bald-headed Uakari, Black Snub-nosed Monkey, Bornean Orangutan, Gelada Baboon, Mandrill, Proboscis Monkey.
7. Blobfish, Hellbender, Maleo, Mandrill, Tardigrada.
8. Whitemargin Unicornfish, Goblin Shark.
9. Reticulate Stargazer, Star-nosed Mole.
10. An animal whose skeleton is made entirely of cartilage rather than bone.



WORKSHEET 5 UGLY ANIMALS (SPECIFIC) QUIZ

Each of the questions below relates to one of the 60 animals in this book:

1. What are female and male Amazon River Dolphins called?
2. What connection is there between the American Manatee and pirates?
3. What is unique about the head of an Antarctic Scale Worm?
4. The female Asian Sheephead Wrasse has the ability to change gender halfway through her life. What is the term for the type of animal distinguished by this ability?
5. What does the scientific name, *Periophthalmus*, of the Atlantic Mud Skipper refer to?
6. What two forms of camouflage do the Atlantic Trumpetfish employ?
7. What is the word used for the wrinkled neck of the Australian Brush-turkey?
8. What other names are Ghost Sharks known by?
9. Re the Australian White Ibis, fill in the missing word: 'It has been found that approximately 50% of these birds are forced to eat from ... each day.' (p 25)
10. According to local superstition in Madagascar, what is an Aye-aye a sign of?
11. Why is the face of the bald-headed Uakari so red?
12. The Black Musselcracker's 'scientific name, *Cymatoceps nasutus*, translates from Latin
to what?
13. When do Black Rain Frogs have a strange ballooned appearance?
14. What distinctive features do Black Snub-nosed Monkeys have?
15. What award was the Blobfish granted in 2013?
16. How much DNA do humans share with Bornean Orangutans?
17. How much has the population of the California Condor declined?
18. Why is the Chinese Softshell Turtle so important to Asia?
19. What are the moths known as *Cretonotos gangis* also known as?
20. What is distinctive about the teeth of Fangtooth Morays?

Answers:

1. 'Female dolphins are called 'cows' and males are known as 'bulls'. (p 9)
2. 'Pirates would eat dried manatee meat, known as 'buccan', so often that they later became known as 'buccaneers'.' (p 10)
3. 'What looks like an eyeless face is actually a retractable mouth. Scale worms keep this mouth tucked away and covered up and will expel it from their body only when feeding.' (p 13)
4. 'The term for animals that can change genders is 'sequential hermaphrodites'. (p 14)
5. It 'refers to their ability to see 360 degrees, and translates to 'round eye'. (p 17)
6. 'The Atlantic trumpetfish is able to lure unsuspecting prey by changing colour to blend in with the environment. Their long, thin bodies can reach lengths of 1 metre and are ideally shaped to help them blend in with seagrass while floating vertically upside down.' (p 18)
7. A 'Wattle' (p 21).
8. 'As well as ghost sharks, they are also called 'elephant fish', 'whitefish' and 'plownose chimaeras'. (p 22)
9. Landfill (p 25).
10. The Aye-aye is a sign of bad luck or death.' (p 26)
11. It 'is because they only have a thin layer of skin covering their capillaries.' (p 29)
12. 'swollen head' and 'prominent nose'. (p 30)
13. 'It is only when they are feeling threatened or scared that they will puff themselves up in order to seem larger and more menacing.' (p 33)
14. They have an 'upturned nose and plump, rosy lips.' (p 34)
15. 'The blobfish was voted as the world's ugliest animal in 2013 by the Ugly Animal Preservation Society.' (p 37)
16. 'Humans share 97% of their DNA with these primates.' (p 39)
17. 'They once occupied the length of the Pacific Coast of North America, however, they can now only be found in south-central California.' (p 40)
18. It is the most important when it comes to the Asian economy, as there are millions of them bred and sold for food each year.' (p 43)
19. *Cretonotos gangis* are also known as coremata, which is Greek for 'feather dusters'. (p 44)
20. Fangtooth Morays have 'icicle-like teeth, which grow to 2.5 centimetres and fill its large mouth in two rows.' (p 47)

WORKSHEET 5 UGLY ANIMALS (SPECIFIC) QUIZ (CONT.)

21. Where would you expect to find a herd of Gelada Baboons sleeping?
22. How fast can a Giant Anteater move its tongue?
23. The Goblin Shark's jaw is its unique feature. What is it capable of doing?
24. The Greater Sage Grouse is one of the most exotic looking creatures in this book. What feature makes the male Greater Sage Grouse so unique?
25. Fill in the missing words about the Hairless Chinese Crested Dog: 'They are one of the most popular breeds to enter the and often take home the prize.'
(p 56)
26. What is the purpose of the large snout of the Hammer-headed Fruit Bat?
27. What is the suggested origin of the name of the type of salamander known as a Hellbender?
28. The Helmeted Guineafowl has a horn which is distinguished in what way?
29. The Helmeted Hornbill also has a unique horn. Why?
30. The Humpback Anglerfish have evolved their own source of what?
31. What is the supposed origin of the name King Vulture?
32. The Largetooth Sawfish is 'euryhaline'. What does this mean?
33. Re the Malayan Tapir, what do tapirs and Rhinos have in common?
34. Where are Maleos found?
35. How and why does the colour on the rump of a Mandrill change?
36. Why is the Marabou Stork known by another name?
37. What part of their body can Mexican Mole Lizards discard?
38. What does a MonkeySlug Caterpillar grow in to?
39. What can the Naked Mole Rat do without?
40. What does the word 'Babirusa' in the name 'North Sulawesi Babirusa' mean?

Answers:

21. 'these baboons like to huddle together in rocky gorges which they use as sleeping nooks.' (p 48)
22. Giant Anteaters 'have evolved the ability to move their tongues as fast as 160 times a minute.' (p 51)
23. 'Their jaws can open 111 degrees, whereas humans can only reach around 50 degrees.' (p 52)
24. 'The male sage grouse has two rather grand chest accessories, which they can fill with around a gallon of air by breathing in.' (p 55)
25. 'World's Ugliest Dog Contest.' (p 56)
26. 'The purpose of their enormous snout is to generate loud honking sounds that help them attract females.' (p 59)
27. 'It is thought it might refer to an early description of them as looking 'like they crawled out of hell and are bent on going back'.' (p 60)
28. 'The horn on their heads, otherwise known as a casque, is made from the same materials as your fingernails and toenails – keratin.' (p 63)
29. 'Helmeted hornbills have unique 'redivory' horns which are used to make jewellery and ornaments and can be sold for large sums.' (p 65)
30. 'their own source of light, known as an 'esca' or 'illicium'... This light is called bioluminescence and is created by the fish's symbiotic bacteria.' (p 66)
31. 'The name 'king vulture' is thought to refer to the Mayan legend in which this species was the 'king' who transferred the messages between the Gods and humans.' (p 69)
32. 'largetooth sawfish are euryhaline which means they can survive in both fresh and salt water habitats.' (p 70)
33. 'their uneven number of toes.' (p 73)
34. 'The maleo is endemic – which means it's native to or found only in – the Buton Islands and Sulawesi, Indonesia.' (p 74)
35. 'the patches of colour on their rump, chest, wrists and ankles will grow brighter to signify excitement, submissiveness, or to show that they are ready to mate.' (p 77)
36. 'They are known as the 'undertaker bird' because they look like traditional grave diggers, with a black suit and coat tails.' (p 78)
37. 'These lizards have evolved the ability to detach their own tail when chased by a predator, leaving it behind to distract the hunter while the lizard flees.' (p 81)
38. A Hag Moth. (p 82)
39. 'They do not need to drink water as their diet provides enough to keep them hydrated.' (p 85)
40. 'It is a Malay term meaning 'pig deer'.' (p 86)

WORKSHEET 5 UGLY ANIMALS (SPECIFIC) QUIZ (CONT.)

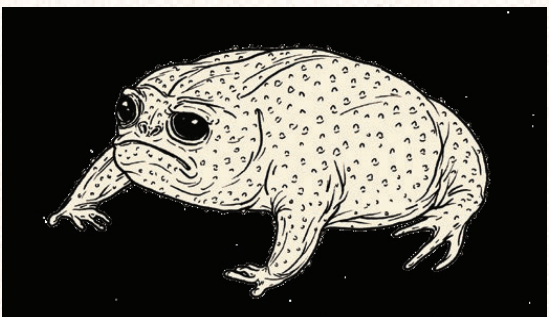
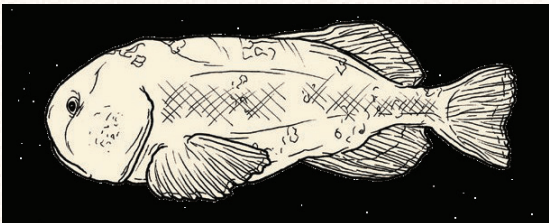
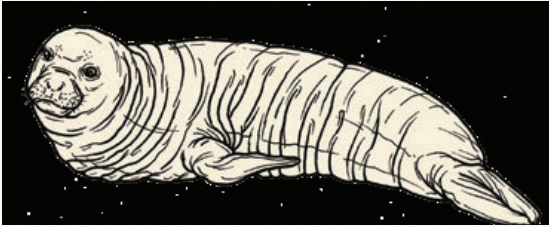
41. To what animal is the Northern Bald Ibis closely related?
42. In what touching ritual does the Northern ground-Hornbill engage with its monogamous partner?
43. By what name is the Ocean Sunfish also known?
44. What is the leading cause of the decline in numbers of the Proboscis Monkey?
45. What is unusual about the habitat of the Purple Pig-nosed Frog?
46. What is the part of the body of the Red-lipped Batfish known as the Illycium?
47. What special function does the organ behind the eyes of a Reticulate Stargazer have?
48. The critically endangered Saiga Antelope is extinct in which two countries?
49. The Santiago Giant Tortoise was brought to Australia 165 years ago by Charles Darwin and died only in 2006! What was the name given to this tortoise?
50. From what origin does the Sarcastic Fringehead's name derive?
51. What is the unusual status of the Sea Lamprey in terms of conservation?
52. What distinguishes the Southern Cassowary from other birds native to Australia?
53. Prior to 1964 what were Southern Elephant Seals hunted for?
54. How many points does the nose of the Star-nosed Mole have?
55. What is unusual about how Surinam Toads give birth?
56. The Tardigrada can survive in extreme conditions of heat or cold and they can even survive in space by placing their bodies in a state of inactivity known as what?
57. What do Turkey Vultures mainly feed on?
58. Because of their high plant intake the Vulturine Guineafowl doesn't require what?
59. What well-known character from a children's movie is the Whitemargin Unicornfish related to?
60. Finish this sentence: The wild turkey is the most popular game bird species in the United States and a key element of ...

Answers:

41. Australian White Ibis. (p 89)
42. Singing duets. (p 90)
43. A swimming head. (p 93)
44. Palm oil plantations. (p 94)
45. 'they are burrowing frogs, rarely seen on land.' (p 97)
46. 'a lure under the nose that wiggles about like a small fish, and releases chemicals to draw in nearby prey.' (p 98)
47. It implements 'an electrical shock of up to 50 volts.' (p 101)
48. China and Ukraine. (p 102)
49. Harriet. (p 105)
50. 'Their unusual name comes from the original Greek meaning of 'sarcastic', which is 'to tear flesh'.' (p 107)
51. 'This is the only 'ugly' animal in this book that has an official program in place to decrease their numbers (p 108).
52. It is 'the heaviest non-flying bird in Australia.' (p 111)
53. Blubber. (p 112)
54. Twenty-two. (p 115)
55. 'They have developed a peculiar yet incredible trait: the ability to grow and hatch babies on their backs.' (p 116)
56. Cryptobiosis. (p 119)
57. Decaying rotting carrion such as roadkill. (p 120)
58. To drink water. (p 123)
59. 'They are part of the surgeonfish family and so are related to Dory from *Finding Nemo*.' (p 124)
60. Thanksgiving dinner. (p 127)

WORKSHEET 6 UGLY ANIMALS MOBILE

Enlarge this sheet to A3 and stick to craft paper. Invite students to cut out the animals, and then attach to fishing line and hang from a straw, a metal hanger, or an embroidery hoop to create an ugly animals mobile. [See 'How to make a Mobile' Wikihow <<http://www.wikihow.com/Make-a-Mobile>>]



WORKSHEET 7 UGLY ANIMALS COLLECTIVE NOUNS

This book records that:

- 'The collective name for a group of worms is a bed.' (p 13)
- 'The collective name for a group of uakaris is a troop.' (p 29)
- 'The collective noun for black rain frogs is an army or a knot.' (p 33)
- 'The collective term for a group of geladas is a band or herd.' (p 48)
- 'A group of hammer-headed fruit bats is called a cloud.' (p 59)
- 'The collective noun for guineafowl is a confusion.' (p 63)
- 'The collective noun for a group of king vultures is a solitary.' (p 69)
- 'The collective noun for a group of these tapirs is a candle.' (p 73)
- 'The collective noun for a group of mandrills is a barrel or a wilderness.' (p 77)
- The collective noun for a group of Ibis is 'a congregation'. (p 89)
- 'The collective noun for a group of proboscis monkeys is a harem.' (p 94)
- 'The collective noun for a Star-nosed Mole is a labour.' (p 115)

Try to discover the collective nouns for the following animals not included in this book:

1. A... of apes.
2. A... of crocodiles.
3. A ... of rhinoceroses.
4. A... of hippopotami.
5. A ... of platypus.
6. A ... of cobras.
7. A... of jellyfish.
8. A ... of porcupines.
9. A... of skunk.
10. A... of toads.



Answers: 1. Shrewdness. 2. Bask. 3. Crash. 4. Bloat. 5. Paddle. 6. Quiver. 7. Smack. 8. Prickle. 9. Stench. 10. Knot.

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FILMS AND VIDEOS

There are many videos on ugly animals online and the following is a small selection:

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<<https://www.youtube.com/watch?v=5ckHs6rEBJE>>

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OTHER TEACHING RESOURCES

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<<http://idtl.net.au/book-trailers.php>>

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<<http://www.umich.edu/~exppro/info.html>>

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