



APEX ENGLISH

Your voice. Global.

C1 · GENERAL ENGLISH

UNIT 9 · 9A

Pet hates

Theme · Animals & Food



Unit 9 · 9A

Pet hates

Theme: Animals & Food

Learning objectives

- Expand C1 vocabulary related to **animal matters**.
- Use **ellipsis** accurately and idiomatically.
- Read a discursive text and discuss inferences beyond the literal.
- Speak fluently on the unit's theme with a partner or in a small group.

This booklet accompanies the digital lesson at

alunos.apexenglish.com.br/general-c1/9a. Interactive audio, video and drag-and-drop tasks live online; use this booklet in class and to review.

Ask the teacher — notes to bring to class



Class Book

Warm-up

In pairs, talk for about a minute on each prompt before feedback:

- 1 What comes to mind when you hear the theme **“Animals & Food”**?
- 2 How comfortable are you using vocabulary about **animal matters**? Give one recent example.
- 3 When did you last use — or misuse — **ellipsis**?

Reading

The dog that runs the house

Nobody sets out to build a life around a dog. What happens, more often, is that a small, warm thing arrives one afternoon and, within eighteen months, the sofa has been re-covered in a fabric it cannot ruin, the front door has grown a second lock at knee height, and every conversation about weekends begins with the phrase 'well, we can't leave him for that long'. You had, you would have said, a normal life. What you have now, apparently, is a golden retriever.

The philosopher Mark Rowlands, who spent a decade walking his wolf through the Alabama woods, has argued that living with an animal is the only reliable cure for a certain kind of self-importance. The animal has not read your résumé. It doesn't care that you were up late writing. It requires, twice a day, that you go outside and be, briefly, another sort of creature.

This is not, on the whole, a complaint. Households with dogs, one study rather sheepishly concluded, argue about small things less. There is something calming about being interrupted, four times an hour, by a face that has never lied. What the dog is doing — or what a good dog is doing — is quietly rearranging the household's priorities, downward. Nothing is quite as urgent as it was. The email will be answered. The walk, however, will not answer itself.

None of this argues for getting a dog. It argues, more modestly, for noticing what has already happened once you have one — and for occasionally admitting, to visitors, that you no longer entirely run the house.

Comprehension — choose the best answer.

Ask the teacher — notes to bring to class



1. The writer's central observation is that a household with a dog:
 - (A) is a happier household
 - (B) quietly reorganises itself around the animal
 - (C) spends more money
 - (D) argues more often
2. The philosopher named in the piece is:
 - (A) Ted Kaptchuk
 - (B) Mark Rowlands
 - (C) Pico Iyer
 - (D) Alan Warde
3. What does Rowlands claim living with an animal cures?
 - (A) loneliness
 - (B) depression
 - (C) a certain self-importance
 - (D) aggression
4. 'The email will be answered. The walk, however, will not answer itself' — the writer's point is that:
 - (A) dogs increase productivity
 - (B) dogs quietly de-prioritise the urgent
 - (C) dogs distract from work
 - (D) walks are more important than work
5. The essay's implicit recommendation is that:
 - (A) everyone should get a dog
 - (B) you should notice what has already happened
 - (C) dogs are self-important
 - (D) cats are better than dogs
6. The writer's tone is best described as:
 - (A) stern
 - (B) wry and affectionate
 - (C) sentimental
 - (D) outraged

Ask the teacher — notes to bring to class



Vocabulary

Focus: **animal matters**

Study these C1 items and their meanings.

breed (n.) — a particular variety of a domestic animal

stray (n./adj.) — a domestic animal wandering without an owner

domesticated (adj.) — tamed and kept by humans

predator (n.) — an animal that hunts others for food

prey (n.) — an animal hunted by another

endangered (adj.) — at serious risk of extinction

on a lead / leash — attached to a strap held by an owner

pedigree (n./adj.) — an animal with a recorded ancestry

a pet hate — something small that particularly irritates you

let the cat out of the bag — accidentally reveal a secret

the elephant in the room — an obvious problem nobody wants to mention

kill two birds with one stone — achieve two things with a single action

hold your horses — wait; slow down

a dark horse — a person whose abilities are unexpectedly good

Ask the teacher — notes to bring to class



Grammar

Focus: *ellipsis*

Study the online lesson notes, then complete the interactive tasks at **alunos.apexenglish.com.br/general-c1/9a**.

Ask the teacher — notes to bring to class



Speaking

- 1 Tell a partner about a personal experience connected to **animals & food**. Aim for at least two minutes without pausing.
- 2 Compare cultures or generations on this topic. Use at least three items from the *animal matters* list.
- 3 Discuss: *Is it possible to be objective about animals & food?* Justify your view.

Writing

Write 220–260 words on: **“Animals & Food — what has changed in the last twenty years?”** Use at least four items from the vocabulary list and one structure from the grammar focus (*ellipsis*).

Ask the teacher — notes to bring to class



Workbook

Home practice

Complete on your own; check answers in class.

1. 'Has anyone fed the cat?' — 'Sarah _____, I think.'
(A) did
(B) has
(C) was
(D) would
2. 'He said he'd help, but he _____.' (didn't help)
(A) hasn't
(B) wouldn't
(C) didn't
(D) doesn't
3. 'She's more patient with the dog than I _____.' (am patient)
(A) do
(B) am
(C) have
(D) would
4. 'I don't fancy a walk.' — 'I _____, actually — I'll come.'
(A) do
(B) am
(C) would
(D) have
5. 'You can bring the dog if you want _____.'
(A) to
(B) it
(C) so
(D) them
6. 'She hasn't fed the cat.' — 'She _____, actually.' (contradict)
(A) has
(B) hasn't
(C) did
(D) does

Ask the teacher — notes to bring to class

[← Back to C1 General contents](#)

Workbook · 9A. Pet hates

Home practice · ellipsis · animals & idioms · answer key included



Class Book

Full lesson · in-class material



Workbook

Home practice · with answer key

GRAMMAR

10 min

1 · Ellipsis — choose the best short form

1. 'Has anyone fed the cat?' — 'Sarah _____, I think.'

a. did

b. has ✓

c. was

d. would

2. 'He said he'd help, but he _____.' (didn't help)

a. hasn't

b. wouldn't

c. didn't ✓

d. doesn't

3. 'She's more patient with the dog than I _____.' (am patient)

a. do

b. am ✓

c. have

d. would

4. 'I don't fancy a walk.' — 'I _____, actually — I'll come.'

a. do

b. am

c. would ✓

d. have

5. 'You can bring the dog if you want _____.'

a. to ✓

b. it

c. so

d. them

6. 'She hasn't fed the cat.' — 'She _____, actually.' (contradict)

a. has ✓

b. hasn't

c. did

d. does

Score: 6 / 6

↺ Try again

VOCABULARY

2 · Complete with an animal term from the box

10 min

WORD BANK — DRAG OR TAP, THEN TAP A GAP

stray

pedigree

on a lead

endangered

predator

domesticated

1. The neighbours took in a **stray** **stray** kitten from the street.

2. By law, dogs must be **on a lead** **on a lead** in the park after 8 p.m.

3. The mountain gorilla remains critically **endangered** **endangered** .
4. Cats are **domesticated** **domesticated** but never fully tamed.
5. The fox is a small **predator** **predator** that hunts almost anything.
6. It's a rescue mongrel, not a **pedigree** **pedigree** .

Score: 6 / 6

Try again

GRAMMAR

10 min

3 · Rewrite using ellipsis

1. *'I've finished the report and Anna has finished the report.'* → (ellipsis)

Hide answer

I've finished the report and Anna has too.

2. *'She said she would come, but she did not come.'* → (ellipsis)

Hide answer

She said she would come, but didn't.

3. *'He isn't allergic to cats and I'm not allergic either.'* → (nor + inversion)

Hide answer

He isn't allergic to cats and nor am I.

4. *'Would you like some tea? — I would like tea, thanks.'* → (short answer)

Hide answer

I would, thanks.

VOCABULARY +

8 min

4 · Match the animal idiom to its meaning

DRAG THE MEANING ONTO THE WORD

Reset

accidentally reveal a secret

wait; slow down

achieve two things with a single action

an obvious problem nobody wants to mention

something small that particularly irritates you

a pet hate

something small that particularly irritates you

Hide answer

something small that particularly irritates you

let the cat out of the bag

accidentally reveal a secret

Hide answer

accidentally reveal a secret

the elephant in the room

an obvious problem nobody wants to mention

Hide answer

an obvious problem nobody wants to mention

kill two birds with one stone

achieve two things with a single action

Hide answer

achieve two things with a single action

hold your horses

wait; slow down

Hide answer

wait; slow down

LISTENING

10 min

5 · Podcast · Who really runs the house?

Listen to a first-person podcast monologue from a small-animal vet reflecting on what actually happens when an animal moves in.

▶ 0:00 / 0:00



Audio recording coming soon — transcript-based questions still work with the answer key below.

1. What does she say first-time owners consistently underestimate?

Hide answer

How much the household quietly rearranges itself, and how little control they actually have.

2. Which idiom does she use about telling the truth to a client?

[Hide answer](#)

'Let the cat out of the bag' — she does, gently but firmly.

3. What is her one piece of vet advice?

[Hide answer](#)

'Don't feed him from the table. If you do, he will, forever.'

4. What ellipsis pattern does the client use at the end?

[Hide answer](#)

'He runs the flat. He does. I don't, apparently, any more.' — auxiliary + omitted verb.

DISCURSIVE WRITING

20 min

6 · A short reflection (180–220 words)

Write a short first-person reflection titled: "*The animal that quietly rearranged my life.*" Use at least three instances of ellipsis (varied), two animal terms and one idiom. End with an honest, unromantic conclusion.

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Next · Workbook 9B →