

*THE*  
*ILLUSTRATED*  
**ENCYCLOPAEDIA**  
*OF* **DANGEROUS**  
**ANIMALS**

*Sami Bayly*

**TEACHERS RESOURCES**

# *The Illustrated* **ENCYCLOPAEDIA** *of DANGEROUS ANIMALS* *by Sami Bayly*

## **Teachers Resources by Robyn Sheahan-Bright**

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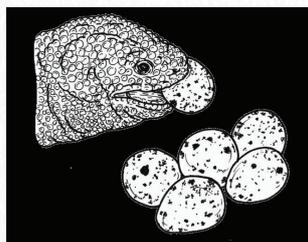
# INTRODUCTION

Sixty 'dangerous' animals are included in this amazing text, *The Illustrated Encyclopedia of Dangerous Animals*. As she did in her earlier work, *The Illustrated Encyclopedia of Ugly Animals*, Sami Bayley seeks to shine a light on the lesser-known but fascinating creatures of the animal kingdom and to explore the features which they have developed or adapted in order to survive. Sami Bayley's study of these creatures ensures that her glorious images are absolutely accurate. She wants her readers not to fear these animals but to admire them for their special qualities.

Featuring more than highly detailed scientific illustrations and facts about the dangerous creatures the natural world has to offer, this compendium covers many animals (some quite small) that you wouldn't have thought were dangerous at all!

The Blurb reads: 'From the geography cone snail to the wolverine, the Irukandji jellyfish to the slow loris, it's time to shine a spotlight on the incredible features of our deadliest creatures.'

Sami Bayly has applied her extraordinary talents as a natural history illustrator, and her carefully researched writing to this topic, in a 'bumper' book which will entertain, inform and inspire students to conduct further research into these and other creatures. As an illustrator and writer, her interest lies in encouraging children to respect the unique aspects of animal life and, rather than fearing them, to look more closely at what makes them each so special.



# 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

### DANGEROUS ANIMALS

Each animal in this text is covered under the same headings; **Description, Danger Factor, Conservation Status, Diet, Location/Habitat and Fun Facts.**

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

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

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

**ACTIVITY:** Quiz students regarding the scientific names of some of these animals, e.g. What is a *Struthio camelus*? Answer: Ostrich.

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

**DISCUSSION POINT:** Several animals native to Australia are considered dangerous. i.e. Irukandji jellyfish, Australian magpie, red kangaroo, Tasmanian devil. Research dangerous Australian animals.

### THE LIFE CYCLES AND HABITATS OF ANIMALS

**ACTIVITY:** Study the **lifecycles** of any of the animals in this book.

**ACTIVITY:** Study **metamorphosis**, and how some many animals change physically as they develop, e.g. The black-legged tick feeds on three meals of blood in its life. 'These meals occur in correlation to significant physical changes in the tick's life: moulting from larva to nymph from nymph and to adult, in order for an adult to lay eggs.' (p. 25). Study such lifecycles in this and other creatures.

**ACTIVITY:** Study how each of these dangerous 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 carnivorous caterpillar 'mimics a twig' (p 38). 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 dangerous animals.

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

**ACTIVITY:** Research **adaptation** in dangerous animals.

## **STUDY OF SOCIETY AND ENVIRONMENT**

### **THREATS TO WILDLIFE AND CONSERVATION**

**DISCUSSION POINT:** Read about some of the threats to wildlife in the following two quotes and then discuss:

'Hippos are listed as vulnerable due to the extreme habitat loss they face and because they are hunted for their body parts. These are often used for items like jewellery, crafts and whips, and are sold on the black market.' (p. 45)

'The habitats of the giant otter are being destroyed at an alarming rate, so much so that it is thought their population size will decrease by 50% or more by 2045. They are impacted by pollutants in the water, diseases of the animal kingdom, and fishers who see them as competitors for fish. They have also been killed for their skins in the past.' (p. 58)

### **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 dangerous 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 climate change in order to combat it?

## 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 dangerous 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, eg. 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 'Wolverine'.

**ACTIVITY:** Write a lyrical poem about a dangerous 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 6.**]

**ACTIVITY:** Invite students to write a simple cumulative text as the basis for a picture book about a dangerous 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 dangerous 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 **title page** is without images. Draw an appropriate image to adorn this 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 has studied 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 an African Giant Swallowtail. [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. Greater Slow Loris. [See **Bibliography**.]
- 2. CRAFT:** Create a **Dangerous Animals Mobile**. [See **Worksheet 6**.] [See **Bibliography**.]
- 3. CRAFT:** Create a **mask of a Dangerous Animal** using relevant materials such as feathers.
- 4. GAMES:** Invite students to play **board games** which feature dangerous creatures. (see **Bibliography**.)
- 5. CRAFT:** Create a **Diorama depicting an African Buffalo 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

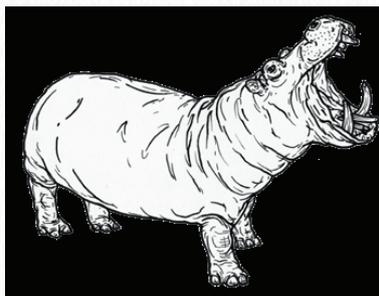
**ACTIVITY:** Research topics suggested in these notes online.

## 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 Sami Bayly'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

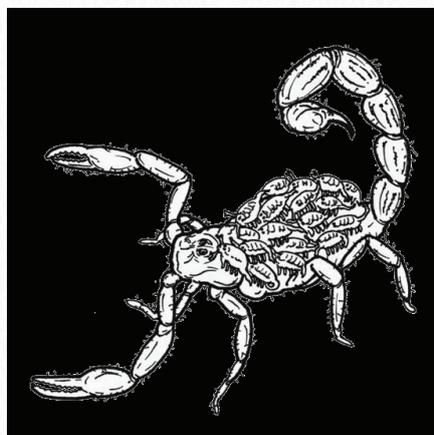
This is a companion to Sami Bayly's earlier and first book *The Illustrated Encyclopedia of Ugly Animals* and is similarly carefully illustrated and researched as a tribute to some of the animals which are feared or even reviled because of their dangers to humans. Sami Bayly's work seeks to uncover not just the dangerous or ugly aspects of animal life but actually amazing things which make each animal worthy of study and so very unique.

## 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* was her first book, and received considerable acclaim including the Children's Indie Book of the Year Award and was shortlisted for the CBCA Eve Pownall Award, the ABIA Book of the Year for Younger Children, the Australian Book Design Awards, and longlisted for the ABA Booksellers' Choice 2020 Book of the Year Awards. 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 AN AFRICAN GIANT SWALLOWTAIL

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.



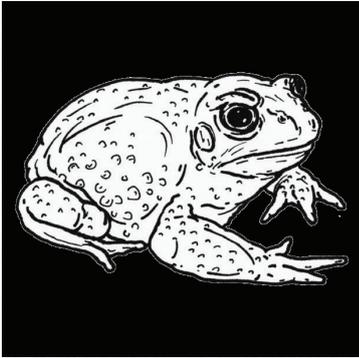
## WORKSHEET 2 CREATE AN ALPHABET OF OTHER DANGEROUS ANIMALS

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.)

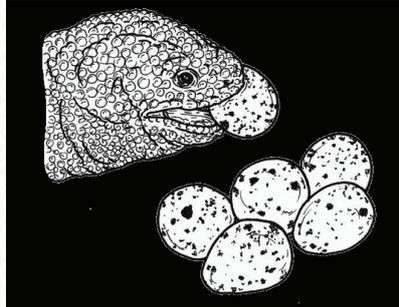
|   | Dangerous Animal         | Interesting Fact |
|---|--------------------------|------------------|
| A |                          |                  |
| B | e.g. Box jellyfish       |                  |
| C |                          |                  |
| D |                          |                  |
| E |                          |                  |
| F |                          |                  |
| G |                          |                  |
| H |                          |                  |
| I |                          |                  |
| J |                          |                  |
| K |                          |                  |
| L |                          |                  |
| M |                          |                  |
| N |                          |                  |
| O |                          |                  |
| P |                          |                  |
| Q |                          |                  |
| R | e.g. Rhinoceros          |                  |
| S | e.g. Saltwater crocodile |                  |
| T |                          |                  |
| U |                          |                  |
| V |                          |                  |
| W |                          |                  |
| X |                          |                  |
| Y |                          |                  |
| Z |                          |                  |

## WORKSHEET 3 IDENTIFY THIS DANGEROUS ANIMAL

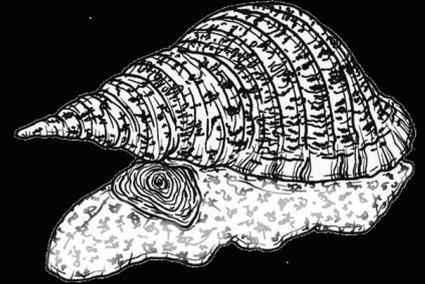
Name these animals, each of which is included in this book.



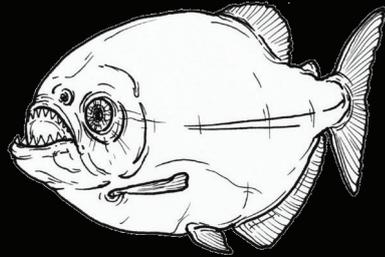
1.



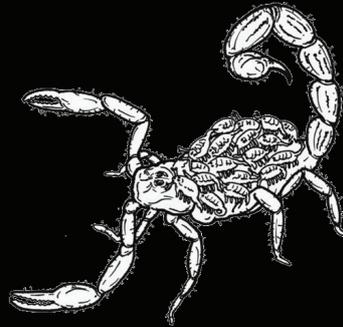
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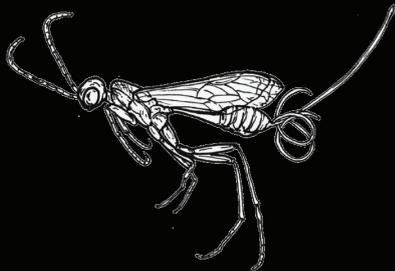
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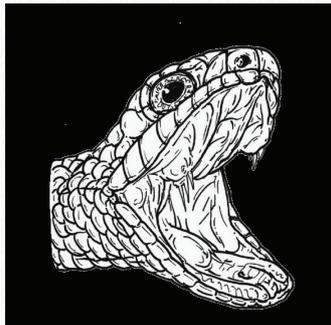
5.



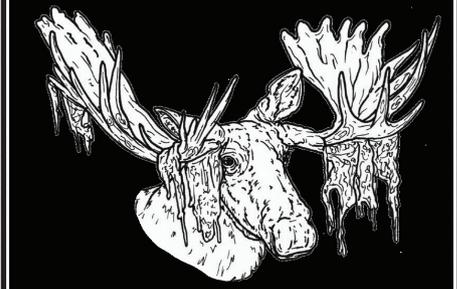
6.



7.



8.



9.

**Answers:** 1. Cane toad. 2. Gila monster. 3. Geography cone snail  
4. Red-bellied piranha. 5. Indian red scorpion. 6. Vampire bat.  
7. Yellow fever mosquito. 8. Boomslang. 9. Moose.

## **WORKSHEET 4: DANGEROUS ANIMALS (GENERAL) QUIZ**

1. Which of the animals in this book are hermaphrodites? What does the term mean?
2. What are carnivores, herbivores and omnivores?
3. What are ratites?
4. What is metamorphosis?
5. Which of the animals in this book are found in Australia?
6. Which members of the snake family are the subjects of profiles included in this book?
7. Which of the animals in this book have only a one word name?
8. What does sexually monomorphic and diamorphic mean?
9. Which of these animals has the word 'giant' as part of its name?
10. How many of the creatures in this book are ocean dwelling?

**Answers:** **1.** Blue dragons (or Nudibranches). Hermaphrodites can produce both sperm and eggs. (p 26) **2.** Carnivores eat meat, herbivores eat plants, omnivores eat either other animals or plants. **3.** The ostrich is an example. 'During its evolution process it has lost the need to fly and use its wings, instead adapting to a new way of living. Because of this, it belongs to a scientific group called ratites, which include the emu, kiwi, rhea and cassowary.' (p 90) **4.** 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. **5.** Australian magpie, black marlin, bulldog ant, cane toad (introduced species), coffin ray, crown-of-thorns starfish, flamboyant cuttlefish, geography cone snail, German cockroach (found across the globe), Irukandji jelly fish, mosaic crab, oriental rat flea (found worldwide), pork tapeworm (found worldwide), red-headed mouse spider, red kangaroo, red lionfish, reef stonefish, shortfin mako shark (found across the globe), southern blue-ringed octopus, Tasmanian devil, titan triggerfish. **6.** Bibron's stiletto snake, boomslang, spider-tailed horned viper. **7.** Boomslang, chimpanzee, moose, ostrich, wolverine. **8.** Monomorphic means that females and males look the same; diamorphic means that the two sexes look different. **9.** African giant swallowtail, Asian giant hornet, giant otter. **10.** Seventeen: black marlin, blue dragon, coffin ray, crown-of-thorns starfish, flamboyant cuttlefish, geography cone snail, greater weaver fish, Irukandji jellyfish, leopard seal, mosaic crab, red lionfish, red devil squid, reef stonefish, shortfin mako shark, southern blue-ringed octopus, tiger pufferfish, titan triggerfish.

## **WORKSHEET 5: DANGEROUS ANIMALS (SPECIFIC) QUIZ**

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

1. How much can an African buffalo weigh?
2. What makes the African giant swallowtail so deadly?
3. In which country did the Africanised honey bee develop?
4. What level of force do alligator snapping turtles inflict when they bite something?
5. The Asian giant hornet is believed to be the largest wasp in the world. How large can they grow?
6. What name are Australian magpies sometimes known by?
7. The fangs of Bibron's stiletto snakes have a unique feature. What is it?
8. The Black Marlin is considered an apex predator. What does this mean?
9. What disease does the black-legged tick transmit?
10. The blue dragon is a species of sea slug. What other name do they go by?
11. The blue-and-yellow macaw is dangerous because of the bacteria it carries. What is the name of that bacteria?
12. A boomslang is a type of snake indigenous to Africa. What does its name mean?
13. The Brazilian wandering spider has a scientific name, Phoneutria, which means what?
14. The bulldog ant is a very aggressive ant found in eastern Australia. Their painful sting can cause anaphylactic shock leading to death in humans in a very short time frame. How long might such an effect take?
15. When and why was the cane toad introduced to Australia?
16. The carnivorous caterpillar is a member of the Eupithecia species of caterpillar, but the carnivorous member of this species only lives where?
17. How closely are human beings related to chimpanzees?
18. What incredible adaptation makes the coffin ray so dangerous?
19. What does the common hippopotamus eat?
20. The crown-of-thorns starfish is dangerous to what part of the ecosystem?

**Answers:** 1. 'up to 800 kilograms' (p 9). 2. 'they eat leaves full of toxins called glycosides. These toxins become even more dangerous as they are digested and the butterfly that emerges from the cocoon is deadly to anything that consumes it.' (p 10) 3. Brazil. (p 13) 4. 'these turtles have been documented to inflict approximately 450 kilograms of force when they chomp down. Which is enough to go through bone!' (p 14) 5. They have 'an 8-centimetre wingspan and can reach 5 centimetres long, not including an additional 6-millimetre stinger found on their tail end.' (p 17) 6. Flute birds. (p 18) 7. 'their fangs sit on the exterior of their mouths, so that even when closed they have the ability to bite.' (p 21) 8. 'they have no natural predators and are at the top of the food chain.' (p 22). 9. Lyme Disease. (p 25) 10. Nudibranch (p 26). 11. Chlamydia psittaci. (p 29) 12. The name, 'boomslang', is Afrikaans for 'tree snake'. (p 30) 13. 'murderess' in Greek. (p 33) 14. 'These small ants can kill a human in just 15 minutes.' (p 34) 15. 'The cane toad was originally introduced to Australia from Hawaii in 1935 in order to control the pests that inhabited the cane fields.' (p 37) 16. 'On the island of Hawaii.' (p 38) 17. 'Humans share more than 98% of our DNA with these wonderful primates.' (p 41) 18. 'These rays use a specialised electric organ to subdue prey and defend themselves from predators... sending up to 200 volts into the victim' (p 42). 19. 'In fact, these large beasts only eat grasses, reeds and shoots. But what they do eat, they eat a lot of – approximately 40 kilograms a day!' (p 45) 20. 'It is the danger they pose to coral reefs. They expel their stomach and wrap it around the coral, eating the tissue and leaving only the skeleton behind. In just one year, a single crown-of-thorns can destroy up to 10 square metres of precious reef, changing the ecosystems dramatically.' (p 46)

## **WORKSHEET 5: DANGEROUS ANIMALS (SPECIFIC) QUIZ** **(CONT.)**

21. The deer mouse might look harmless but it carries a virus which is harmful to humans. What is it?
22. electric eels are actually a type of what?
23. Flamboyant cuttlefish have the capacity to change their appearance in what way?
24. The geography cone snail injects its prey with deadly venom via an extendable hollow tooth sometimes called a 'harpoon'. It is a species of what?
25. What bacterial diseases do German cockroaches carry?
26. The giant otter is a fearsome adversary due to it being the largest otter in the world at what size?
27. The Gila monster is 'one of just two venomous (what?) in the world'?
28. The goliath tigerfish is often compared to what other dangerous fish?
29. The golden poison frog's vibrant colours offer a warning to predators that they are highly toxic. What is this colouring called?
30. By what name is the greater slow loris known in Indonesia?
31. The greater weaver fish's name has a French origin. What is it?
32. The hooded pitohui is native to New Guinea and is the most (what?) bird in the world.
33. 'The human botfly has the ability to live within human/animal skin and cause severe infection. Without proper treatment it can cause death.' (p 73) What is this infestation called?
34. The Indian red scorpion is an arachnid and therefore a member of the same family as spiders. Where are they found?
35. The Irukandji jellyfish is one of the most feared dangerous creatures in Australia, despite its small size. How small is this creature?
36. What does the kissing bug do to its human victims?
37. What makes the Komodo dragon so dangerous?
38. The leopard seal is considered an apex predator in Antarctica with only (what animal?) posing a potential threat to it.
39. Where does the name moose derive from?
40. What makes the mosaic crab so deadly?

**Answers:** 21. Hantavirus. (p 49) 22. Knifefish. (p 50) 23. 'The flamboyant cuttlefish can change colour because they have chromatophores.' (p 53) 24. A gastropod. (p 54) 25. 'These cockroaches can carry E. coli and salmonella' (p 57). 26. 'the giant otter weighs in at 34 kilograms and is 1.8 metres tall.' (p 58) 27. Lizards. (p 61) 28. Piranhas. (p 62) 29. Aposematic colouration. (p 65) 30. 'They are known by locals as 'malu-malu' which means 'shy' in Indonesian.' (p 66) 31. 'Their name 'weever' originates from the Old French word 'wivre' which means 'dragon'.' (p 69) 32. Poisonous. (p 70) 33. Myiasis. (p 73). 34. 'India. They are also found in areas of Nepal, Pakistan and Sri Lanka.' (p 74) 35. 'As small as 25 millimetres in diameter with tentacles reaching 1 metre,' (p 77). 36. 'it sucks blood from its victim's face.' (p 78) 37. 'its patient nature. The Komodo cannot subdue a bitten victim straight away, it will stalk the wounded animal for hours, sometimes even days, until its prey' 38. Killer whales. (p 82) 39. 'The name 'moose' is derived from the term 'moosh', which means 'eater' and 'stripper of bark' to the traditional owners of the land.' (p 85) 40. The toxins it ingests from eating poisonous sea cucumbers can cause paralysis or death in humans who eat these animals. (p 86)

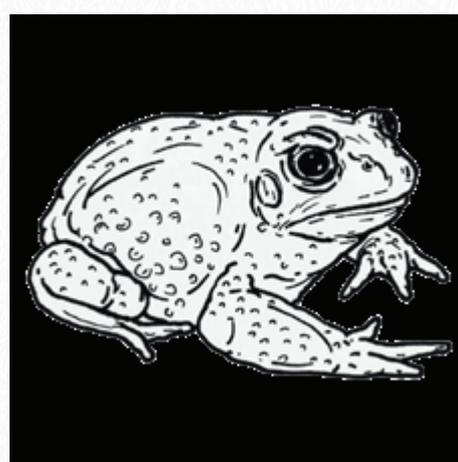
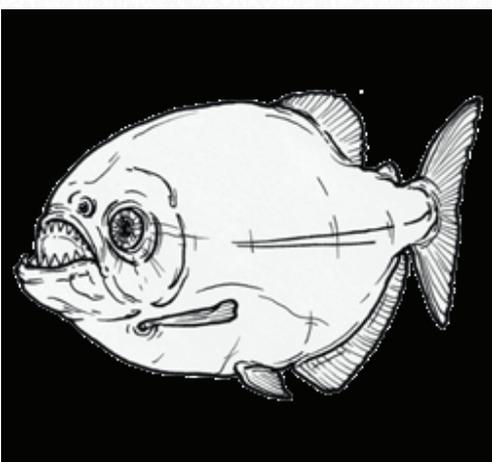
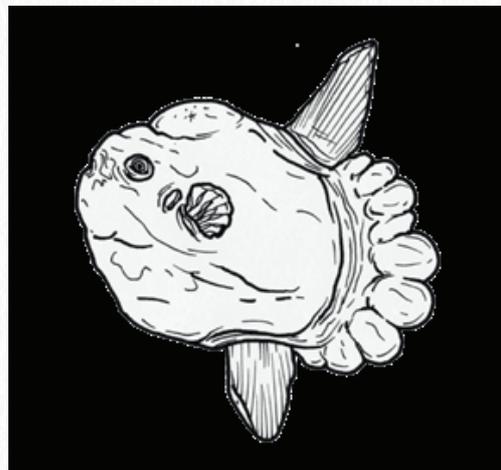
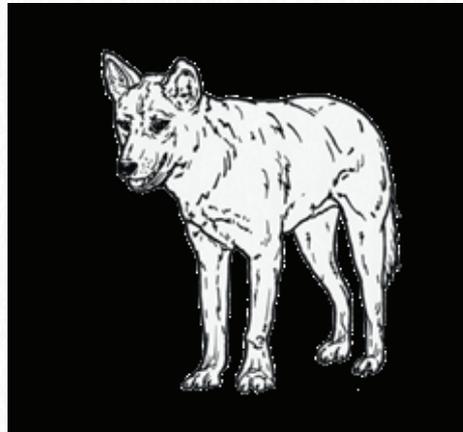
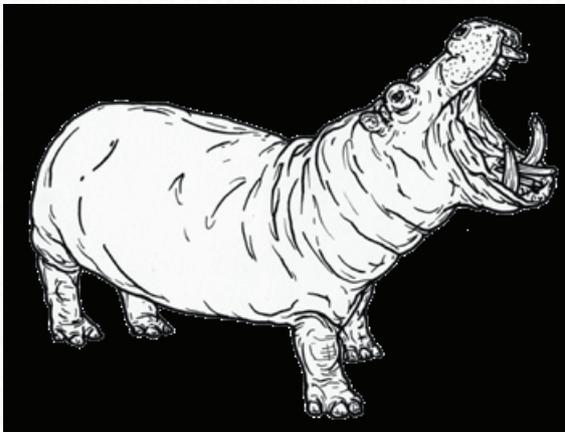
## **WORKSHEET 5: DANGEROUS ANIMALS (SPECIFIC) QUIZ** **(CONT.)**

41. With what deadly pandemic responsible for killing approximately 50 million people in the 14<sup>th</sup> century is the Oriental rat flea associated?
42. What is a common myth about the ostrich?
43. The pork tapeworm doesn't use its head or mouthparts to feed. How does it feed?
44. The red-bellied piranha has a bad reputation! One of its skills is to 'smell a single drop of blood in 200 litres of water.' (p 95) Where is it found?
45. The red-headed mouse spider is an Australian arachnid which produces a very toxic venom. After hatching, what unique thing do they do?
46. How do red devil squid move?
47. The red kangaroo has the ability to leap what distances?
48. What makes the red lionfish so dangerous?
49. The reef stonefish is considered to be one of the most (what?) in the world?
50. What creature is resistant to the rough-skinned newt's toxins?
51. What makes the shortfin mako shark dangerous even out of the water?
52. The six-spot burnet moth seems an unlikely dangerous animal. What makes it so lethal?
53. The Southern blue-ringed octopus is 'just 20 centimetres long and weigh 26 grams' (p 112) but they can be deadly. How?
54. The spider-tailed horned viper is found only in one area (where?) in the world?
55. The Tasmanian devil population is threatened by what serious illness?
56. What makes the tiger pufferfish so valuable?
57. Where does the titan triggerfish derive its name from?
58. What will you smell if you enter a cave where a vampire bat lives?
59. What does the wolverine's scientific name *Gulo gulo* (g-you-l-o g-you-l-o) relate to?
60. The yellow fever mosquito's puncturing of skin spreads what diseases?

**Answers:** 41. Bubonic plague or Black Death. (p 89) 42. That they bury their heads in the sand. (p 90) 43. 'they use their bodies to absorb nutrients from the intestinal walls of their host since they do not have a typical digestive system.' (p 93) 44. It 'resides in lakes and rivers in the Amazon and Parana-Paraguay basins, as well as parts of northeast Brazil.' (p 95) 45. 'After hatching, baby red-headed mouse spiders will use a small carpet of silk to catch the wind and carry them away from the hatch site. This method is known as 'ballooning'.' (p 96) 46. 'They move by jet propulsion.' (p 99) 47. 'With their strong legs and tail, the red kangaroo can leap distances of 8 metres and heights of 3 metres.' (p 100) 48. 'the red lionfish has 13 venomous spines along its dorsal fins. These painful evolutionary adaptations are the reason this striking fish is so dangerous.' (p 103) 49. 'It is considered the most venomous fish in the world.' (p 104) 50. The common garter snake 'is resistant to their deadly toxins.' (p 107) 51. 'When reeled into fishing boats after being captured, they often thrash around to try to free themselves, sometimes biting or crushing anyone unlucky enough to get in their way.' (p 108) 52. 'When feeling threatened, they release hydrogen cyanide.' (p 111) 53. 'When bitten, powerful tetrodotoxins from the octopus's saliva enter the body. These are the same toxins as found in the tiger pufferfish' (p 112). 54. 'the Zagros Mountains of western Iran.' (p 115) 55. 'devil facial tumour disease.' (p 116) 56. 'it is also considered a delicacy, called 'fugu', and can sell for hundreds of dollars per kilogram.' (p 119) 57. 'because they can lock their larger dorsal fin in place by erecting a smaller second fin. The large fin can only be unlocked by depressing the second, 'trigger' fin.' (p 120) 58. 'the strong stench of their droppings. The smell is ammonia and is due to their blood diets.' (p 123) 59. 'Their scientific name translates to 'glutton', which is apt considering their greediness around food.' (p 124) 60. 'there are many viruses transmitted this way, including Zika, dengue, chikungunya and of course yellow fever.' (p 127)

## WORKSHEET 6: DANGEROUS 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 a 'dangerous animals mobile'. [See 'How to make a Mobile' [Wikihow <http://www.wikihow.com/Make-a-Mobile>](http://www.wikihow.com/Make-a-Mobile)]



## WORKSHEET 7 DANGEROUS ANIMALS COLLECTIVE NOUNS

This book records that:

The collective name for a group of Alligator Snapping Turtles is a 'dole' or 'bale'. (p 14)

The collective name for a group of nudibranches is a 'blue fleet'. (p 26)

The collective name for a group of chimps is a 'community'. (p 41)

The collective noun for a group of otters in water is a 'raft'. (p 58)

The collective noun for a group of Gila monsters is a 'lounge'. (p 61)

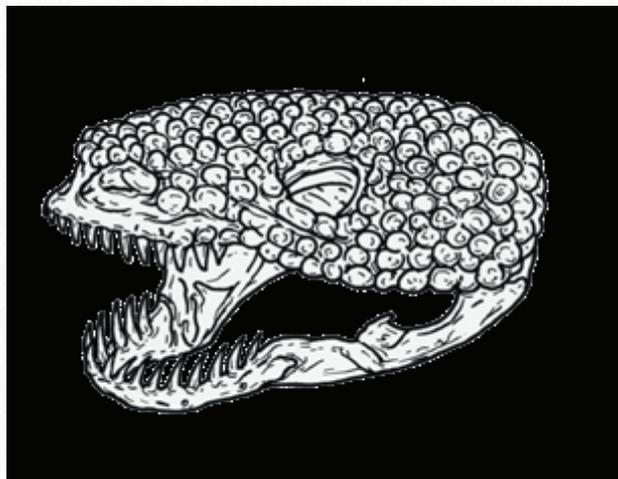
The collective name for a group of frogs is an 'army'. (p 65)

The collective noun for a group of vipers is a 'generation'. (p 115)

Try to discover the collective nouns for the following animals:

1. A ... of common hippopotami.
2. A... of jaguars.
3. A... of jellyfish.
4. A ... of king vultures.
5. A... of mandrills.
6. A ... of tapirs.
7. A ...buffalo.
8. A ...crocodiles.
9. A ... apes.
10. A ...cobras.

**Answers:** 1. Bloat. 2. Shadow. 3. Smack. 4. Solitary. 5. Barrel or wilderness. 6. Candle. 7. Gang or Obstinacy. 8. Bask. 9. Shrewdness. 10. Quiver.



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