

### 3 CLIL • Natural science: Animals

#### Aim

Talk about the different animal groups.

#### Warm-up

With books closed, write the names of some different types of animals on the board, e.g. *dog, ostrich, snake, frog, fish*. Ask: *What are the differences between these animals?* Elicit some ideas, e.g. *an ostrich is a bird, birds and fish lay eggs, frogs and fish live in water*, etc. Teach the words *vertebrate, mammal, amphibian* and *reptile*.

#### Exercise 1

Students work in pairs to check the meanings of the words and match them with the pictures. Check answers with the class and check that students understand all the words. Students then read the text and complete it with the correct words. Don't check these answers at this stage.

##### ANSWERS

1 legs 2 hair 3 wings 4 lungs  
5 fins 6 backbones 7 gills 8 scales  
9 feathers

#### Exercise 2 1-38

Play the audio. Students listen and read, and check their answers to exercise 1. Check answers with the class.

##### ANSWERS

1 fins 2 gills 3 lungs 4 feathers  
5 wings 6 legs 7 scales 8 hair

#### Exercise 3

Students read the text again and answer the questions. They can compare their answers in pairs. Check answers with the class.

##### ANSWERS

1 Fish 2 Fish and reptiles  
3 Amphibians 4 Mammals  
5 Amphibians

#### Exercise 4

Check that students understand the animal words in the box. Ask the questions in the chart for the first animal with the class as an example. Students then work in pairs and use the chart to classify the other animals. Check answers with the class.

##### ANSWERS

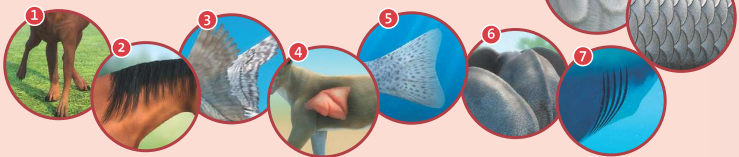
A crocodile is a reptile.  
A shark is a fish.  
A camel is a mammal.  
An eagle is a bird.

### 3 CLIL • Natural science: Animals

I can talk about the different animal groups.

1 Check the meanings of the words in the box and match them with pictures 1–9. Then complete the text with the correct words.

feathers scales legs hair wings lungs fins backbones gills



2 1-38 Read and listen to the text. Check your answers in exercise 1.

3 Read the text again and answer the questions.

- Which type of animal doesn't live on land?
- Which types of animals have got scales?
- Which type of animal hasn't got lungs when it's young?
- Which type of animal feeds its babies milk?
- Which type of animal is different when it's older?

4 Which group are these animals from? Use the information to classify them.

crocodile shark camel eagle

- |   |                                |   |
|---|--------------------------------|---|
| 1 | Does it feed its babies milk?  | Yes. It's a mammal. No. Go to number 2.     |
| 2 | Has it got feathers and wings? | Yes. It's a bird. No. Go to number 3.       |
| 3 | Has it got fins?               | Yes. It's a fish. No. Go to number 4.       |
| 4 | Has it got scales?             | Yes. It's a reptile. No. It's an amphibian. |

5 USE IT! Work in groups. Think of an animal. Ask and answer the questions in exercise 4 and your own questions. Guess the animals.

## Vertebrates

Vertebrates are animals with **backbones**. The following groups are the different types of vertebrates.

### Fish

Fish are cold-blooded animals and they live in water. They have got scales and <sup>1</sup>..... They haven't got lungs. They have got <sup>2</sup>..... instead.

### Mammals

All mammals are warm-blooded and they feed their babies milk. Most mammals live on land, for example, humans and dogs. However, some mammals, like whales, live in water, but they haven't got gills. Mammals have all got <sup>3</sup>.....

### Birds

Birds live on land, but some of them look for food in the water. They have got <sup>4</sup>....., two legs and two <sup>5</sup>..... Some birds, like ostriches and kiwis, can't fly. All birds lay eggs.

### Amphibians

When amphibians are young, they live in water and they haven't got lungs. When they are adult, they have got lungs and four <sup>6</sup>..... – for example, frogs and toads.

### Reptiles

Most reptiles live on land. They have got lungs and <sup>7</sup>....., but not gills. They haven't got any wings or feathers and they haven't got any <sup>8</sup>..... They are cold-blooded animals and many of them live in warm places.

#### Exercise 5 USE IT!

Think of an animal, e.g. a snake. Tell students you are thinking about an animal and they must guess what it is. Encourage students to ask you the questions from the chart in exercise 4 and their own questions to guess what it is. Students then work in pairs to each think of animals and ask questions to guess. Ask some students how many animals they guessed correctly.

##### ANSWERS

Students' own answers.

#### Optional activity: Writing

Write the word *insect* on the board. Elicit or explain that insects are invertebrates. For homework, ask students to find out information about insects and write a few sentences about them, similar to sentences in the text on page 46.

In the next lesson, put students into groups to compare their sentences and write a short description of insects similar to the descriptions in the text. Ask each group in turn to read out their description and build up a final description on the board.

##### POSSIBLE ANSWER

Insects are animals without backbones. They are cold-blooded and they have six legs. They live on land. They have hard bodies and they don't have lungs. They breathe through special holes in their bodies. They lay eggs, but they don't feed their young.