



1 Write the animals.

eagles gorillas crocodiles snakes tigers parrots

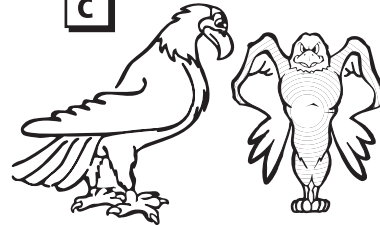
a



b



c

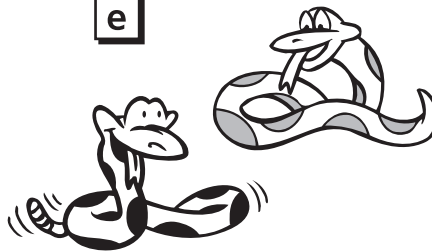


eagles

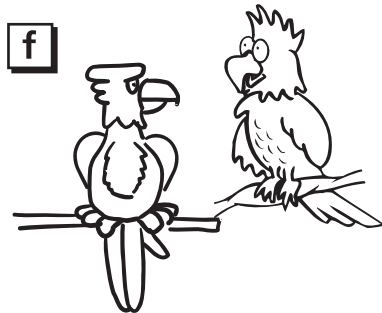
d



e



f



2 Read and match.

b

They're green.
They've got four legs, a
big mouth with big teeth
and a long tail. They've got
scaly skin. They can swim.
They lay eggs.

They're
orange and black.
They've got four legs, a
long tail and whiskers.
They can run. They've
got fur. They have
babies.

They're green,
blue, red and orange.
They've got two short
legs and wings. They can
fly. They've got feathers.
They lay eggs.

They're long
and green. They
haven't got legs.
They've got scaly skin.
They lay eggs.

They're black.
They've got a big
body and fur. They've
got small ears. They can
run. They have
babies.

They're brown.
They've got two legs and
wings. They can fly.
They've got feathers.
They lay eggs.



1 Write the animals.

	Mammals have got skin or fur. They have babies.	Reptiles have got scaly skin. They lay eggs.	Birds have got feathers. They lay eggs.
Write another	tigers		

2 Complete.

mammals reptiles birds	fur scaly skin feathers	lay eggs have babies
1. Tigers are	They've got	They _____
<u>mammals.</u>	_____	_____
2. Crocodiles are	They've got	They _____
_____	_____	_____
3. Eagles are	They've got	They _____
_____	_____	_____
4. Snakes are	They've got	They _____
_____	_____	_____
5. Gorillas are	They've got	They _____
_____	_____	_____
6. Parrots are	They've got	They _____
_____	_____	_____

WILD ANIMALS Worksheets A and B



Aim

- To study different groups of animals.

Materials

- Pictures of baby animals, eggs, eagles, parrots and other wild animals including mammals, reptiles and birds.
- Worksheets A and B.
- Coloured pencils.

Duration

30 minutes for each worksheet.

Language focus

- Present simple including *have got* and *can*.
- Plural nouns.

Cross-curricular content

- Natural science.
- Different types of animals: mammals, reptiles and birds.

Worksheet A

Preparation

- Put the wild animal flashcards/pictures up on the wall/board.

Warm up

- Describe one of the animals and encourage the children to guess which one it is. Include colour, size (*big/small*), parts of the body and what they can do, eg, *They're green. They've got four legs, a big mouth with big teeth and a long tail. They can swim.* (crocodiles)

Completing Worksheet A

Activity 1

- Put two or three flashcards on the board. Point to the pictures and encourage the children to write the name of the animal next to the picture.
- If the children don't understand some of the words encourage them to ask *What does eagle mean?*
- Drill the names of the new animals. Highlight the s for plural nouns.
- Ask the children to write the names of the animals in Activity 1.

Answers: a-tigers; b-crocodiles; c-eagles; d-gorillas; e-snakes; f-parrots

Extra activity

Mime the animal and guess / make the animal noise and guess.

Activity 2

- Put the pictures/flashcards of the wild animals on the board. Ask a child to choose an animal (*Antonio: What animal do you like best?*). Encourage the children to describe this animal.
- Introduce: *have babies / lay eggs*.
- Ask *Do eagles lay eggs? Yes! Eagles lay eggs*. Continue with the other animals, alternating between *lay eggs* and *have babies*.
Tigers have babies. Crocodiles lay eggs. Eagles lay eggs. Gorillas have babies. Snakes lay eggs. Parrots lay eggs.
- Introduce: *fur, feathers* and *scaly skin*. Give examples: *Parrots have got feathers. Tigers have got fur. Snakes have got scaly skin.*
- Ask *Have parrots got feathers? Yes! Parrots have got feathers. Have tigers got fur?* etc.
- Activity 2 (Read and match).** Read and match the first description (b-crocodiles) with the class. Tell the children to continue.

Answers: b; a; f; e; d; c

Fast finishers

Write 3 or 4 more animals on the board and tell fast finishers to write a description of those animals following the examples in Activity 2 (eg, lions, lizards, hens).

Worksheet B

Warm up

- Write the six animals in 3 columns on the board as below. Ask *Do eagles and parrots have babies? No, they don't.*
- Encourage the children to say *Eagles and parrots lay eggs. Have eagles and parrots got feathers? Yes, they've got feathers.*
- Write under eagles and parrots *eggs* and *feathers*.
- Continue with the other 2 groups of animals.
- Finally, tell the children that the first group are **birds**, the second group are **mammals** and the third are **reptiles**.

eagles	tigers	snakes
parrots	gorillas	crocodiles
eggs	babies	eggs
feathers	fur	scaly skin
BIRDS	MAMMALS	REPTILES

Completing Worksheet B

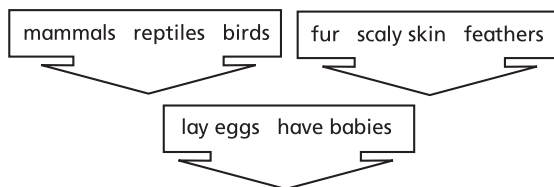
Activity 1

- Ask the children to read the definitions in Activity 1 and underline *eggs* / *babies* / *fur* / *feathers* / *scaly skin*. Point out the verbs that go with them *have babies* / *lay eggs*.
- Explain Activity 1 by completing the **mammals** column with the class. Ask the children to fill in the table, then write their own mammal, reptile and bird (they can look them up in a dictionary or do it for homework and ask their science teacher).

Answers: Mammals: tigers/gorillas; Reptiles: crocodiles/snakes; Birds: eagles/parrots.

Activity 2

- Write the following arrows on the board:



- Encourage the children to finish your sentence: *Tigers are ...* (point to the first arrow) *mammals!*
Tigers have got ... (point to the second arrow) *fur!*
Tigers ... (point to the third arrow) *have babies!*
- Do one or two more animals. Then ask the children to do Activity 2.

Answers: 1. Tigers are **mammals**. They've got **fur**. They **have babies**. 2. Crocodiles are **reptiles**. They've got **scaly skin**. They **lay eggs**. 3. Eagles are **birds**. They've got **feathers**. They **lay eggs**. 4. Snakes are **reptiles**. They've got **scaly skin**. They **lay eggs**. 5. Gorillas are **mammals**. They've got **fur**. They **have babies**. 6. Parrots are **birds**. They've got **feathers**. They **lay eggs**.

Fast finishers

The children can write some more sentences or play *guess the animal* orally.

Extra activity

Guess the sentence.

- Have some sentences from the worksheet ready on strips of card, eg,

Tigers have babies.

- Hide the sentences in a book and pull the card to show the children the first word:

Tigers

- Encourage the children to guess the sentence. Then pull the card out of the book and show them the second word:

Tigers have

- Finally show them the whole sentence.
- Once they can see the complete sentence, ask them some concept questions: *Tigers have babies. So, are they birds? Are they reptiles?* etc.
- The children could write their own sentences and do the activity in groups.