1.- Complete this Venn Diagram. Put the sentences into the box below.

They grow.  They can move from one place to another.
They can not move.  They eat.  They use the sunlight to make their food.
They have roots in the ground.  They reproduce.  They die.
They eat.  They eat other living things.  They are born.

Write the differences between plants and animals:

• ___________________________________________________________________
  ___________________________________________________________________

• ___________________________________________________________________
  ___________________________________________________________________
1. Fill in the gaps:
   - ________________ are animals with backbone.
   - Invertebrates are animals ____________________.

2. Complete the mind map:
Animal Passport

Name: ___________________

Group it belongs to:
It belongs to the ____________ group.

Appearance. What is the body like?

Habitat. Where does it live?

How does it live? How does it move?

LANGUAGE SUPPORT

*Appearance*: It’s …/ It’s got…/It hasn’t got…

*Habitat*: It lives…/ It’s [aquatic, terrestrial]

*How does it live?:* It can…/It can’t…
1. Complete this table by tickling the correct boxes.

<table>
<thead>
<tr>
<th>Fish</th>
<th>Amphibians</th>
<th>Reptiles</th>
<th>Mammals</th>
<th>Birds</th>
</tr>
</thead>
<tbody>
<tr>
<td>They change their appearance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They have a head, a trunk and limbs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They have a tail.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They have scales.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They have feathers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They have fur or hair.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They breathe through gills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They breathe through lungs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They lay eggs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They give birth to live young.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Create your own vertebrate and describe it.

```
This is a... / It's a ...
It's got / It hasn't got...
It lives ...
It can ... / It can't ...
```

LANGUAGE SUPPORT:
- breathe
- lay
- give birth

Bàrbara Perolada

Escola Carles III
Learn a little bit more about vertebrates!!!
1. What do you do to cope with different situations? What do aquatic birds do?

<table>
<thead>
<tr>
<th>I / Aquatic birds</th>
<th>use</th>
<th>put…on</th>
<th>look for</th>
<th>turn…on</th>
<th>have</th>
<th>send</th>
<th>make</th>
<th>produce</th>
<th>take</th>
<th>. . . to protect</th>
<th>me</th>
<th>from</th>
<th>the rain</th>
<th>the sun</th>
<th>the cold</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- to protect you from the rain
- to protect you from the sun
- to protect you from the cold
- to make a bed
- to pick up small objects
- to deal with the dark
- to greet friends

Bàrbara Perolada

Escola Carles III
1. Complete this diagram with the words in the box below:

   - feeds at the bottom.
   - rounded body
   - sloping down tail
   - raised tail
   - legs centrally under the body
   - elongated body
   - feeds on the surface
   - legs back on the body

2. Who is “the diver” and who is “the dabbler” in the aquatic bird’s world?

   - I’ve got a rounded shape, so I’m a ____________.
   - I’ve got my legs ___________ the body, so I’m a diver.

   - I feed (eat) on the surface, so I’m a ____________.
   - I’ve got a ___________ tail, so I am a dabbler.

   - I’ve got an elongated body, so I’m a ____________.
   - I feed ___________ so I’m a diver.

   - I’ve got a sloping down tail, so I am a ____________.
   - I’ve got my legs back on the body, so I’m a ____________.
1. What sort of food can aquatic birds get according to the way they move? Work in pairs and make up a menu taking into account these facts:

<table>
<thead>
<tr>
<th>Animal</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potamogeton</td>
<td>Species floats on the surface of water</td>
</tr>
<tr>
<td>Water fleas</td>
<td>Swim under the water</td>
</tr>
<tr>
<td>Crayfish</td>
<td>Stay on the surface</td>
</tr>
<tr>
<td>Gammarus</td>
<td>Swim under water</td>
</tr>
<tr>
<td>Carps</td>
<td>Swim under water</td>
</tr>
<tr>
<td>Frogs</td>
<td>Stay on the surface</td>
</tr>
<tr>
<td>Potamogeton</td>
<td>Species grow at the bottom</td>
</tr>
<tr>
<td>Freshwater snails</td>
<td>Go along the bottom</td>
</tr>
<tr>
<td>Non-biting midges</td>
<td>Hide at the bottom</td>
</tr>
<tr>
<td>Water lentils</td>
<td>Float on the surface</td>
</tr>
<tr>
<td>Water rats</td>
<td>Swim on the surface</td>
</tr>
<tr>
<td>Viperine snakes</td>
<td>Swim on the surface</td>
</tr>
</tbody>
</table>

Let’s take the …
What about… as a starter…?
Why don’t we take…. as a…?

Yes, ok!!
No, let’s take the…
What about…as a…?
Why don’t we take…as a…?
STARTERS

MAIN COURSE

DESSERTS

Thank you for coming!!!
AT THE RESTAURANT (Role-play)

W: Good morning
AB1: Good morning
W: Can I help you?
AB2: Yes, please. Can I have the menu, please?
W: Here you are.
AB1: Thank you.
W: What’s for lunch?
AB2: Can I have ……….. as a starter
                   main course please?
                        dessert
AB1: Can I have ……………… for me, please?
W: Enjoy your meal!
AB1&2: Thank you!
AB1: Can we have the bill, please?
W: Here you are. Thank you for coming
AB1&2: Very nice, thank you, bye!!!
W: Bye!
1. What do you think aquatic birds’ feet look like? Draw and answer the questions.

Are they big, small, wide, narrow?

How many toes have they got?

What can they do with them?

2. After learning about feet, draw and describe the different types of feet and label the parts.

1. They are _______________________________________________________________.
   They have got ___________________________________________________________.
   Aquatic birds can ________________________________________________________ with them.

2. _____________________________________________________________

3. _____________________________________________________________

4. _____________________________________________________________
Let’s investigate!!

What do we want to find out?

____________________________________
____________________________________

What do we need?

[Images of equipment]

____________________________________
____________________________________
What do we do?

1. Put some droplets on the feather with the help of a dropper.
2. Observe the feather in the microscope.
3. Record your results.

What do we think will happen?

- Droplets roll down the feather and fall to the floor
- Droplets soak into the feather and disappear.
- Droplets stay on the feather.
- Droplets take a rounded shape
What happened?

- Droplets roll down the feather and fall to the floor
- Droplets soak into the feather and disappear.
- Droplets stay on the feather.
- Droplets take a rounded shape

What have I learned?

_______________________________________________________

Why?

_______________________________________________________

_______________________________________________________
1. Complete the table

<table>
<thead>
<tr>
<th>Photo</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.jpg" alt="Image 1" /></td>
<td>Photo 1</td>
</tr>
<tr>
<td><img src="image2.jpg" alt="Image 2" /></td>
<td>Photo 2</td>
</tr>
<tr>
<td><img src="image3.jpg" alt="Image 3" /></td>
<td>Photo 3</td>
</tr>
<tr>
<td><img src="image4.jpg" alt="Image 4" /></td>
<td>Photo 4</td>
</tr>
<tr>
<td><img src="image5.jpg" alt="Image 5" /></td>
<td>Photo 5</td>
</tr>
<tr>
<td><img src="image6.jpg" alt="Image 6" /></td>
<td>Photo 6</td>
</tr>
</tbody>
</table>
1. Create your own aquatic bird.
**ANIMAL WORLD: TYPES AND HABITATS**

Name: ___________________ Date: ___________

**Worksheet 15**

**Shape**
- □ rounded
- □ elongated

**Legs**
- □ short
- □ back under the body
- □ centrally under the body
- □ long

**Tail**
- □ long
- □ short
- □ raised
- □ sloping down

**Beak**
- □ long
- □ short
- □ thick
- □ thin

**Feet**
- □ clawed
- □ thin and long
- □ webbed

Have you got______________?
Questions to answer:

1. What do you do to cope with different situations? (See worksheet 6)

2. Where do you eat (feed)?

<table>
<thead>
<tr>
<th>I eat</th>
<th>on the surface</th>
<th>so I’m a</th>
<th>diver</th>
<th>dabbler</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>at the bottom</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. What can you do?

<table>
<thead>
<tr>
<th>I can / I can’t</th>
<th>fly</th>
<th>swim</th>
<th>dive</th>
<th>dabble</th>
</tr>
</thead>
</table>

4. How can you communicate with the other aquatic birds? (See worksheet 13)

5. Ask your partner and write his/her answers.

My friend’s aquatic bird!

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Bàrbara Perolada
Escola Carles III
1. Complete the chart using the information you remember about habitats.

<table>
<thead>
<tr>
<th>Habitat</th>
<th>Temperature/weather</th>
<th>Main animals</th>
<th>Vegetation</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Desert" /></td>
<td><img src="image2" alt="Desert temperature" /></td>
<td><img src="image3" alt="Desert animals" /></td>
<td><img src="image4" alt="Desert vegetation" /></td>
</tr>
<tr>
<td><img src="image5" alt="Savannah" /></td>
<td><img src="image6" alt="Savannah temperature" /></td>
<td><img src="image7" alt="Savannah animals" /></td>
<td><img src="image8" alt="Savannah vegetation" /></td>
</tr>
<tr>
<td><img src="image9" alt="Rainforest" /></td>
<td><img src="image10" alt="Rainforest temperature" /></td>
<td><img src="image11" alt="Rainforest animals" /></td>
<td><img src="image12" alt="Rainforest vegetation" /></td>
</tr>
<tr>
<td><img src="image13" alt="Ocean" /></td>
<td><img src="image14" alt="Ocean temperature" /></td>
<td><img src="image15" alt="Ocean animals" /></td>
<td><img src="image16" alt="Ocean vegetation" /></td>
</tr>
<tr>
<td><img src="image17" alt="Pond" /></td>
<td><img src="image18" alt="Pond temperature" /></td>
<td><img src="image19" alt="Pond animals" /></td>
<td><img src="image20" alt="Pond vegetation" /></td>
</tr>
</tbody>
</table>
Cut out these speech bubbles

I can go for a long time without water.

I love meat and warm places.

I’ve got fins for swimming and gills to breathe under water.

My white fur is thick and warm to keep me insulated.

I like flying from one tree to another. I can find seeds around them because it rains a lot.

I’ve got horns on my head. I eat grass and ferns.
1. Guess the animals and habitats. Stick the bubbles onto the right animal and draw lines to match the animals with their habitat.

There are many different types of trees. It’s not very hot or very cold.

Animals always get fresh grass to eat because grass is everywhere.

It rains a lot so it provides ideal conditions for a lot of animals and plants.

It doesn’t rain a lot so not a lot of animals live there.

The winters are so long and dark. It’s very cold and it snows a lot.

It’s the biggest habitat in the world. Animals need special adaptations to live there.
During the day it is very hot and during the night it is very cold.

Our habitat is the desert.

Camels, snakes, insects, spiders…are the most common animals.

Fish, whales, sharks and some invertebrates live in the ocean.

Some of them have gills to breathe under the water and fins to swim.

Camels don’t need a lot of water to survive.

They normally eat fish.

Our habitat is the Arctic.

Animals like warm places

Some animals feed on insects and some on plants.

It’s got dry and rainy seasons.

Our habitat is the grassland.

Our habitat is the forest.

They like it because there are a lot of different plants and places to live.

Camels store fat in their humps (food) and snakes eat other animals.

It is very cold and the winter is very long and dark.

Polar bears, reindeers, seals are the most common animals.

Rabbits, foxes, squirrels, bears, deer and birds… are the most common animals.

They like living there because the skin keeps them warm.

Most of them like grass to eat except lions because they eat meat.

Lions, zebras, elephants, antelope, buffalos…are the most common animals.

In the rainforest, some animals eat others animals and others eat plants and also fruits.

Crocodiles, monkeys, parrots, snakes… are the most common animals.

On the surface it is warm but at the bottom it is very cold.

Our habitat is the ocean.

It provides places to live and protection to a lot of animals.

Some of them eat plankton and others small sea creatures.

Our habitat is the rainforest.

It rains almost every day.

Bàrbara Perolada

Escola Carles III
1. Complete the boxes with the information you have read.
1. Make sentences and write them in the right place.
### LANGUAGE SUPPORT

<table>
<thead>
<tr>
<th>In</th>
<th>winter</th>
<th>spring</th>
<th>summer</th>
<th>autumn</th>
<th>animals</th>
<th>plants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>begin to grow.</td>
<td>start their life cycle.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>continue growing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>continue growing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>prepare to hibernate.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>have no leaves.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>save their energy for the warmer weather.</td>
</tr>
</tbody>
</table>

### LANGUAGE SUPPORT – Activity HOT SEAT

<table>
<thead>
<tr>
<th>Have you got</th>
<th>backbone?</th>
<th>less than six legs?</th>
<th>eight legs?</th>
<th>wings?</th>
<th>an elongated body?</th>
<th>a shell?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Can you</td>
<td>fly and swim?</td>
<td>swim?</td>
<td>an amphibian?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Complete the life cycle of a frog.
1. Dictate the text to your partner and write the missing words.

**Life cycle of a frog (A)**

Frogs are _______. They spend their lives part in the water and part on the _______. Frogs lay their _______ in a pond. The eggs hatch into _________ (baby frogs). Tadpoles live in the _________. A tadpole has a _____ and no legs and _________ with gills. It eats _________ from the water. It grows back legs and _________ legs. It loses its tail and its _______. Now it looks like a very _________ frog: froglet. It can live on the land and swim in the _________. The frogs breathe with lungs and _________ insects. Now it’s an _________ frog and it can lay _________.

**Life cycle of a frog (B)**

_____ are amphibians. They spend their lives part in the ________ and part on the land. Frogs _____ their eggs in a pond. The ________ hatch into tadpoles (baby frogs). __________ live in the water. A tadpole has a tail and no _______ and breathes with _______. It eats plants from the ________. It grows ________ legs and front legs. It loses its ________ and its gills. Now it looks like a very small frog: _________. It can live on the _________ and swim in the water. The frogs __________ with lungs and eat insects. Now it’s an adult frog and it can _________ eggs.
1. Use the key to identify the animals below.
Passport
to
pond
world

Name: _________________________

Date: __________________________

Season: ____________________
My pond creature is called a ____________________________

My pond creature looks like this:
Details about my pond creature:

<table>
<thead>
<tr>
<th>Number of legs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Colour</td>
<td></td>
</tr>
<tr>
<td>Shape (body)</td>
<td></td>
</tr>
<tr>
<td>Size</td>
<td></td>
</tr>
<tr>
<td>How does it move?</td>
<td></td>
</tr>
<tr>
<td>What does it eat?</td>
<td></td>
</tr>
<tr>
<td>Where does it live?</td>
<td></td>
</tr>
</tbody>
</table>
How does the pond look like in this season?
1. Write the differences between plants and animals. Use the sentences in the box.

They grow. They can move from one place to another. They can not move. They eat. They eat other living things. They eat. They use the sunlight to make their food. They have roots in the ground. They reproduce. They die. They are born.

**Animals**

**Plants**

2. Write the name of these animals in the correct place.

**Vertebrates**

**Invertebrates**

Which group do they belong to?

- The ________ belongs to the ________ group.
- The ________ belongs to the ________ group.
- The ________ belongs to the ________ group.
- The ________ belongs to the ________ group.
- The ________ belongs to the ________ group.
- The ________ belongs to the ________ group.
- The ________ belongs to the ________ group.

Bàrbara Perolada

Escola Carles III
3. Complete the chart with six examples:

<table>
<thead>
<tr>
<th>INVERTEBRATES</th>
<th>Aquatic</th>
<th>Terrestrial</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Use the pictures below to solve these clues to find out who is who. Create yours.

I am a cold-blooded.
I lay eggs.
I have scales.
I have 4 legs and a tail.

I am a ______________

I am warm-blooded.
I have a beak.
I have feathers.
I breathe through my lungs.

I am a ______________

I am symmetrical.
I am covered by a thin skin.
I have spines.
I live in the sea.

I am a ______________

I am warm-blooded.
I am terrestrial.
I have fur.
I am viviparous.

I am a ______________

I am a ______________

5. Complete this text with the words in the box.

backbone (2) - snail- spines- fish- jellyfish- legs- coral-slug- gills- scales- cells

Animals can be divided into two groups: animals with ________and without _______. Sponges consist of __________ Two examples of cnidarians are: ________ and __________. Worms have no ______ and the starfish has got arms or _______. Some molluscs live on land such as __________ and ____________. Crocodiles have their body covered with _______ like the _________. These have also ______ for breathing.
1. Choose the correct words and write them in the spaces in the sentences.

1. A ____________ is a place where it is very hot. deserts/river
2. The water in the ocean is _________________. hot/salty
3. Arctic is a very _______________ place. hot/cold
4. A forest will have plenty of strong ___________. trees/grass
5. Grasslands usually have a lot of _____________. grass/water
6. In the rainforest it ______________ almost every day. rains/snows
7. Whales and dolphins breathe air but live in the ____________. oceans/Arctic

2. Complete each sentence with the correct ending, A-G

In Spring…
  Animals in the pond… A. have no leaves.
  Plants… B. prepare to hibernate.
In Summer…
  The pond… C. save their energy for the warmer weather.
In Autumn…
  The weather… D. is very busy
  Some animals… E. begin to grow
In Winter…
  Many animals… F. start their life cycle
  Trees… G. is cold and it rains.
3. Write numbers to order the life cycle of a frog.

4. Complete and order the sentences.

_________ the frog lays its eggs.

_________ this it grows two front legs.

_________ each tadpole grows two back legs.

_________ the tadpoles come out of the eggs.

When it becomes a __________ it comes out from the water.

Its __________ gets shorter.

First – Next – After – Then – tail – frog.
5. Write the names of these animals. Then describe one of them.

Name:

Source of food:

Ways of movement:

Food: