

Biology: animal classification

Background information

Aristotle (4th century BC, in Ancient Greece) divided the living world between animals and plants. This was followed by Carolus Linnaeus (Carl von Linné), in the first hierarchical classification (18th century AD). Since then biologists have begun emphasizing evolutionary relationships, and so the original groups have been restricted somewhat. As they learn more and more about animals, biologists re-evaluate the classification of animals from time to time.

Exercise 1 1.39

- Ask students if they can name the animals in the pictures.
- Ask them to read the title 'Animal classification' and to predict what the texts are about based on the title. Elicit that they are about different types of animals.
- Play the recording for students to listen and read, then match the pictures to the correct paragraphs.
- Check answers as a class.

ANSWER KEY

- 1 c
- 2 d
- 3 a
- 4 e
- 5 b

Exercise 2a

- Tell students to find the animals mentioned in the texts.
- Reward the student who finds all the animals first.
- Check answers and discuss any new vocabulary.

ANSWER KEY

horses, tigers, squirrels, mice
snakes, lizards, crocodiles, turtles
penguins, bats
sharks, carp, whales, dolphins
frogs

Exercise 2b

- Students read the texts again and write the names in the correct column.
- Students check answers in pairs, then as a class.

ANSWER KEY

Mammals: horses, tigers, squirrels, mice, bats, whales, dolphins, people
Reptiles: snakes, lizards, crocodiles, turtles
Birds: penguins
Fish: sharks, carp
Amphibians: frogs

Exercise 2c

- Students add as many other animals as they can to the chart. This could be done for homework.
- Write the chart on the board and invite students to come up and add animals to it.
- Students copy the completed chart into their exercise books.

Exercise 3

- Ask students to cover the text to see if they can remember what is unusual about these animals.
- In weaker classes, ask them to look at the names, read the texts again, and then cover the texts to answer.

ANSWER KEY

Turtles are reptiles, but they live in water. They come onto land to lay their eggs.
Penguins are birds, but they can't fly.
Whales and dolphins live in the sea, but they aren't fish. They're mammals.
Bats can fly, but they aren't birds. They're mammals.

Exercise 4

- Students read the text again to find the answers.
- They check answers in pairs.
- Then, with books closed, invite different students to answer the questions.

POSSIBLE ANSWERS

- 1 They produce milk.
- 2 Because they can't control the temperature of their body.
- 3 Feathers keep them warm and also help them to fly.
- 4 They don't breathe air.
- 5 They can't live all the time on land, and they can't live in sea water.

Optional extra

Ask students to look at the list of animals on the Culture page again, and ask students to put these animals in the correct column in the classification table on the board. Then clean the board, ask students to close their books, and say the name of an animal. The first student who tells you which class the animal belongs to gets a point. Repeat with at least ten animals to see who can classify them most quickly.

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Revision

Present continuous

Exercise 1

- Ask students to look at the first picture, then read the instructions and the example together.
- Make sure they understand what they have to do (to make one negative and one affirmative sentence in the present continuous describing what the people in the picture are doing and not doing at the moment).
- Point out that they have to use the correct pronouns and the corresponding forms of *be* in the sentences.
- Students use the words and pictures to make sentences.
- Check answers as a class.

ANSWER KEY

- He isn't having a shower. He's getting dressed.
- They aren't swimming. They're running.
- She isn't writing a letter. She's reading a book.

Present continuous: questions

Exercise 2a

- Read the instructions and the example together. Point out that some of the questions are *Yes/No* questions, while others are *Wh-* questions.
- Students work on their own to make questions.
- Check answers as a class.

ANSWER KEY

- Are you doing your homework?
- Are we waiting for Mark?
- Is Mary playing a computer game?
- Where are Kelly and Brad going?
- What are you eating?

Exercise 2b

- Students match the questions from exercise 2a to the answers in exercise 2b.
- Check answers as a class.

ANSWER KEY

- 5 e
- 6 b

Present simple or present continuous?

Exercise 3

- Read the instructions together. Ask students what cues they have to look for in order to tell if a sentence refers to a regular activity or an ongoing activity.
- Students work on their own to complete the gaps.
- Students check answers in pairs, then as a class.

More practice Workbook pp22–23,
Teacher's Resources Multi-ROM Unit 2

ANSWER KEY

- | | |
|------------------|-----------------|
| 1 start | 9 are wearing |
| 2 aren't sitting | 10 am having |
| 3 are sitting | 11 have |
| 4 are going | 12 am sitting |
| 5 go | 13 are eating |
| 6 are visiting | 14 are watching |
| 7 wear | 15 are feeding |
| 8 aren't wearing | 16 feed |

Subject and object pronouns

Exercise 4

- Revise subject and object pronouns quickly, then ask students to choose the correct words.
- Check answers as a class. Invite different students to read out the three texts with the correct pronouns.

ANSWER KEY

- I've got a pet rabbit. I put her on the grass. She likes it, but my friend's dog watches her. He wants to eat her, so I don't leave her in the garden.
- I've got a hamster. I can't keep him in my bedroom, because he makes a lot of noise at night and he wakes me up.
- There are lots of animals in the pet shop. We love to watch them. We don't live in the town, so our parents take us to the shop. They like the pet shop, too.

Vocabulary

Exercise 5a 1.40 Audio script pT88

- Play the recording for students to listen and identify the animals. Ask them to write down the names of animals they hear.
- Check answers as a class.
- Discuss any new vocabulary. Point out the plural form *geese* and that a little goose is called a *gosling*. Also explain that *hippo* is the short form of *hippopotamus*.

ANSWER KEY

- cows, pigs, sheep, goats, a horse, birds, ducks, geese, hens, a dog, a cat
- elephants, hippos, a giraffe, zebras, a crocodile, meerkats, camels, kangaroos

Exercise 5b

- Ask students to name the young of the farm animals quickly.

ANSWER KEY

- cow – calf, pig – piglet, sheep – lamb, goat – kid, horse – foal,
duck – duckling, goose – gosling, hen – chick, dog – puppy,
cat – kitten

Exercise 5c

- Invite students to add more animals to the zoo list. Ask them to classify the animals, as well.